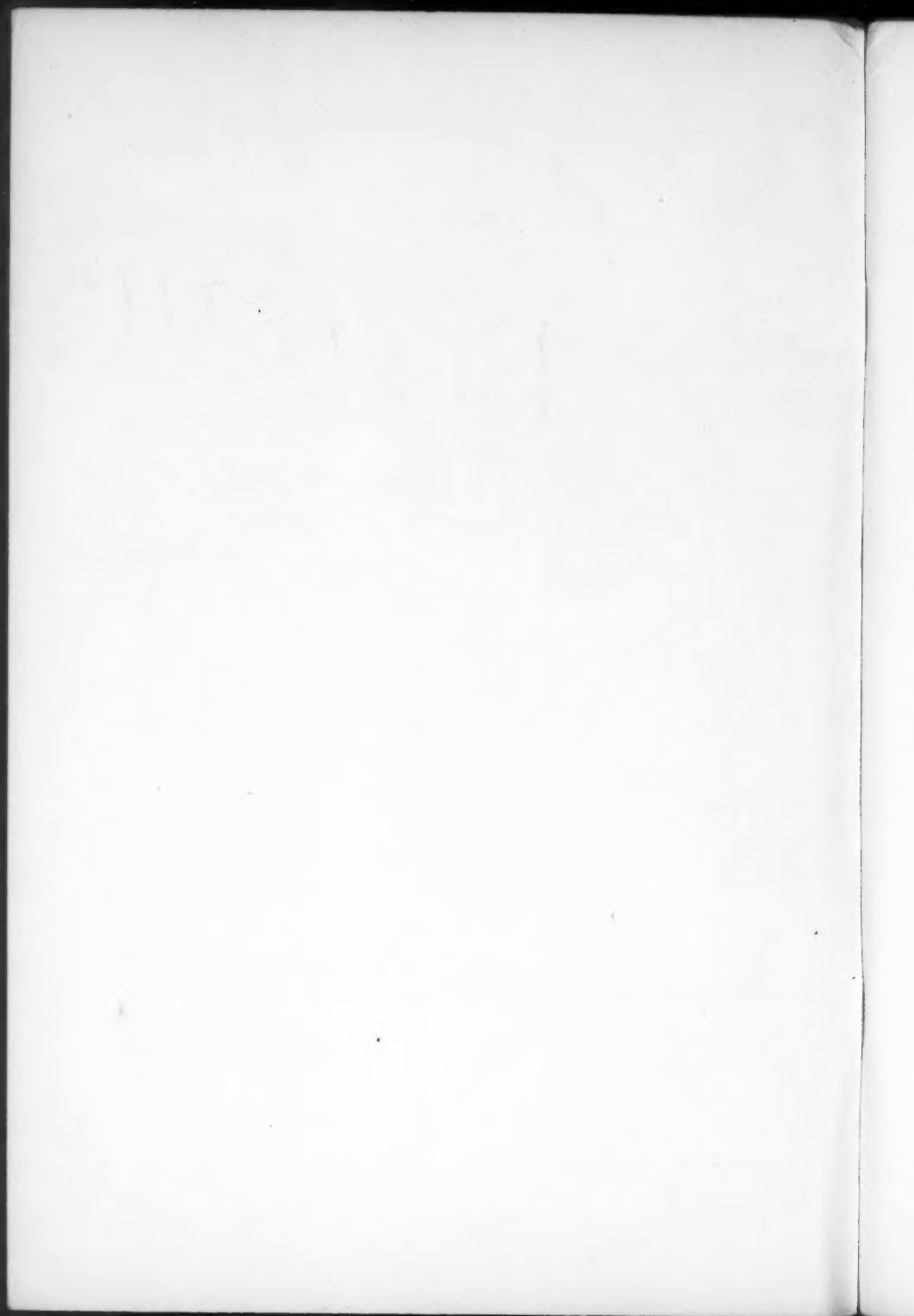


THE DELTA  
KAPPA GAMMA

# BULLETIN





THE  
DELTA KAPPA GAMMA  
*Bulletin*

WINTER - 1967

DELTA KAPPA GAMMA  
PUBLISHED BY  
THE SOUTHERN ASSOCIATION OF COLLEGE WOMEN





**THE**  
**DELTA KAPPA GAMMA**  
***Bulletin***

**WINTER • 1957**

**THE DELTA KAPPA GAMMA SOCIETY  
INTERNATIONAL  
AUSTIN, TEXAS**

# The Delta Kappa Gamma Bulletin

EUNAH TEMPLE HOLDEN, *Editor*

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PUBLISHED BY

THE DELTA KAPPA GAMMA SOCIETY

VOLUME XXIII-2

WINTER, 1957

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Published at 301 N St., N. E., Washington 2, D. C., four times yearly in the months of November, January, March and June. Business Office, 416 West Twelfth Street, Austin 1, Texas

Subscription, \$3.00 per year. Single copies, 75 cents each.

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Member of the Educational Press Association

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Entered as second class matter at the post office at Washington, D. C., under the Act of March 3, 1879.

*Address all communications about publications to the International Executive Secretary, 416 West Twelfth Street, Austin 1, Texas.*

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## About Our Contributors

Miss Betty Foard, author of the scintillating article on Japan, entitled "Bridge Open—Two Way Traffic," teaches higher mathematics in DeLand, Florida, Senior High School. During 1951-1952, Miss Foard was an instructor in the American High School for army children in Heidelberg, Germany. In the 1954-1955 school year she taught in a similar school in Kokura, Japan. Miss Foard is a member of Beta Chapter, Mu State.

Dr. L. Bernice MacNaughton is past president of the Canadian Teachers Federation and dean of girls at Moncton High School, Moncton, New Brunswick. Dr. MacNaughton's analytical observations reflect a stimulating philosophy of education. She is a member of Delta—the fine unit in Canada organized on October 20, 1956.

Miss Rita Chelcuti is principal of a 700 pupil school at Paola, Malta. She is a visiting lecturer in Health Education at the Teachers Training College for Girls, is on the committee compiling English textbooks for primary classes, and serves on the Broadcasting Board for Primary Schools. The article indicates her leadership in professional organizations in Malta. Miss Chelcuti studied four months in the States in 1948.

Mrs. Bernice Dondineau represented The Delta Kappa Gamma Society at the Conference of the World Confederation of Organizations of the Teaching Profession in Manila last August. As chairman of the World and Community Service Committee in Michigan, Mrs. Dondineau urges continued support of the Gift Coupons for Scholarships for Korean Teachers project. Mrs. Dondineau, who lives in Dearborn, Michigan, is a member of Kappa Chapter.

Dr. Vera Peacock, professor of modern languages at the university in Carbondale, Illinois, has travelled throughout Europe, South and Central America. She is, therefore, eminently qualified to advise on teaching students how to travel. Dr. Peacock, president of the Illinois state organization of Delta Kappa Gamma, also finds time for activities of her home chapter, Alpha Kappa.

"Uniting women teachers of the world in a spiritual fellowship" could be quickened if Ruth M. Jackson's definition of peace were practiced. Miss Jackson of Delta Chapter, Iowa, is chairman of the international Committee on Pioneer Women for the biennium.

The summary of "Delta Kappa Gamma History" is a reprint of an article by the Founder, Dr. Annie Webb Blanton, published in the March 1944 issue of the *Bulletin*. This material, as well as that contained in "Marking the Years to International Status" by the Editor, are furnished in response to numerous requests from members. This data might well be kept on file for use in programs honoring Founders and for orientation of new members.

Mrs. Helen F. Stewart of Lakewood, Ohio, has headed the splendid state scholarship program which, over the years, has attracted attention. Her explanations may provide ideas for other states.

The international President's article also hinges on the Overseas Scholarships. Miss Boyd writes from long association with the teacher exchange program and allied movements in education sponsored by NEA and Delta Kappa Gamma.

Mrs. Josephine Irby Lester of Riverton, Wyoming has given us her concepts of "Recompense." This creative writer is a member of Eta Chapter.

Miss Hermine Mekertichian studied in Ohio during the school year 1955-1956

but returned on September 28, 1956, to Tehran, Iran where she is teaching. Readers will be interested in the three interlocking accounts of scholarships.

Miss Virginia Felder is on the faculty of Mississippi Southern College, Hattiesburg, Mississippi. A member of Delta Chapter, Miss Felder won the Silver Anniversary Scholarship in her state. She edits the *Zeta Data*.

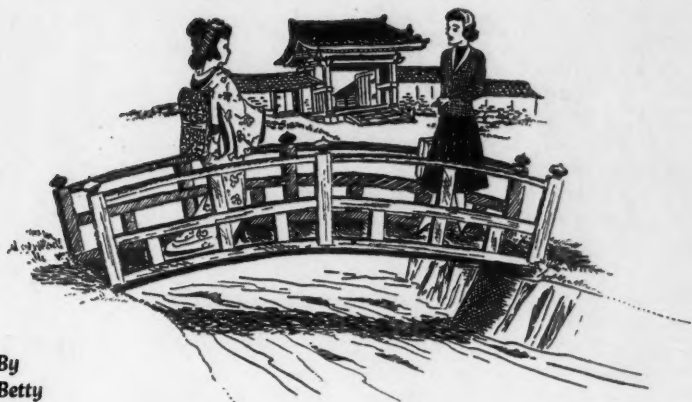
Juneau, Alaska is the home of Dr. Dorothy Novatney, state vice-president and Gamma Chapter vice-president. Dr. LeRoy V. Good, director of the Anchorage Community College, is the husband of Lillian E. Good, president of Beta Gamma State. Thus Delta Kappa Gamma has excellent representation in the interesting plan for meeting the teacher shortage as well as intensifying the value of courses in the community college.

"The Tribute to Delta Kappa Gamma" was composed by Mrs. Elizabeth E. Marshall, assistant director of radio and television for the Chicago Public Schools. Mrs. Marshall is a member of Alpha Delta Chapter, Illinois. Readers will please note that the author has limited the use of this effective selection thereby paying a tribute to teachers.

Mrs. Edith K. Gardner is state president of California. Members who attended the dedication ceremony and reception in Austin the evening of August 3, 1956, will relive the historic occasion as they read Mrs. Gardner's reflections.

# BRIDGE OPEN

## TWO WAY TRAFFIC



By  
Betty  
Foard

**W**HAT a magic window swings open to us when we think of Japan—four lovely islands with a backbone of mountain and a wide sweep of sea, charming countrysides of terraced rice paddies kept in garden-like precision, dwarfed trees, Fuji-san (as the Japanese fondly call their beloved mountain), cherry blossoms, exquisite silk screens with delicate painting, gay kimono and parasols, sheer lanterns, flower arrangements beautiful in their simplicity—but Japan is more than all these! Japan is people—gracious, courteous, friendly

people, ninety-five million of them who have learned to live happily with each other and with the thousands of Americans who have been heaped upon them. How eager they are to please and how eager to absorb the ideas of the West from which they have been shut off for so many centuries! Not only do the Japanese wish to bridge this gap in their history by learning what they can from us, but also they wish to share with us their rich heritage, steeped in the cultures of India, China, and Korea.

Just as any Japanese entering

America for the first time thrills to the magnificence of the engineering skill of the Golden Gate Bridge, so Americans are charmed by the red-lacquered, arched bridges that dot this landscape of cherry blossoms. Americans and Japanese alike are aware that each has a culture of worth to offer to the other; and "if we want to live in a world of enduring peace, filled with friends, freedom, faith and fortune," each of us must build the right kind of bridges. The structure of the bridge of which I speak is not one with supports made of steel, but of human understanding; nor one with materials of brick and stone, but of human souls. These are the bridges that all right-thinking Americans and Japanese wish to construct.

Although many worthwhile bridges have been built between America and Japan, there has been something wrong. It has been the traffic; all of it has been going one way—from us to Japan. We Americans have often been accused of being too eager to press our own ideas of Western culture upon the Japanese people. We must realize that all of our marvelous technological skill does not fit into the economy or pattern of Oriental living. Imagine the impracticability of heavy farm machinery on a small, inundated rice paddy! Yet that suggestion has been made by more than one American.

What would happen if the traffic of Japan's culture should flow toward us? In the frantic race of everyday living, each of us might

welcome traffic that would tell us how to slow down to the ox-cart pace that seems to keep the Oriental serene and obviously immune to discouragement, pestilence, and disaster. We might learn of the patience of the Orient in contrast to the fast, we-get-things-done tempo of our Western world.

Along with this slackened pace we might again learn from the Japanese; for they seem to have time for meditation and reflection; they possess a deep-seated love of beauty which has its roots in a spiritual sensitivity. This serenity carries over into their way of living by achieving beauty with stark simplicity. How "busy" our rooms look in comparison to theirs with their clean-cut interiors, an almost absence of furniture, and a simple flower arrangement of a blossom or two.

This inner tranquility and simplicity, achieved through the removal of the externals and non-essentials, give charm to both Japanese painting and poetry. There is a refreshing quality in the delicacy of color used in Japanese pictures and in the few strokes necessary to portray a scene that one's imagination must fill in. A similar technique is used in their impressionistic poetry best remembered not for what it elucidates but rather for what it suggests. The following seventeen-syllable poem, written by a Japanese mother after losing her little son, well illustrates this: "How far, I wonder, did he stray, Chasing the burnished dragon-fly today?"

Perhaps this very serenity might be the reason why the Japanese accept typhoons, earthquakes, and volcanic eruptions with a calmness that is difficult for an Occidental to imagine. The reactions of the Japanese people to both the holocausts of Hiroshima and Nagasaki showed this same trait. And it was with a patience, refined by centuries of this calmness in facing the inevitable, that the Japanese, after the war, set to work clearing their cities and towns of rubble that astounded those of us who had seen Europe with the debris of war years still left standing in the streets.

This patience, inherent and developed, has been carried over into the making of various objects of art and into the crafts of the Japanese people. How carefully the gold and silver inlays are tapped into their damascene jewelry! How painstakingly the enamel is brushed between copper mesh to produce the exquisite cloisonne! Japanese children are brought up on the story of Kakeimon, a potter, who worked for years to capture the red-gold tint of the Japanese persimmon for his ceramic art.

How all of us have marvelled at the lovely Japanese block prints, perhaps never realizing that as many as fifty imprints must sometimes be made to produce one of our favorite pictures with its delicate shadings and its variety of col-

ors! Whether it takes a week or a month to finish some work of art seems to be immaterial to these Japanese craftsmen as long as their product meets their high standard of perfection. How those of us who admire the expert craftsmanship of a person whose life is his craft deplore this mass production of "objects d'art" that Japan must undergo to keep her economically solvent in the markets of the world.

One of the "unforgettables" of Japan is the remembrance of the sensitivity of the hands of its people—a sensitivity acquired from the skilled labor they have performed through the centuries.

Not only arts and crafts, but education and the teaching profession as well, make traffic to us from Japan. Since learning through the centuries has been so

highly revered in Japan and an education so difficult for the average person to obtain, the teaching profession and the teacher, *sensei*, in particular are held in high esteem. To excel in public school often means a college education and a good job for Japanese youth; not to do so, a life of drudgery. So it is with great interest and zeal that the Japanese student pursues his books, and in no place does he "lose face" to a greater degree than when he flunks an examination. The number of suicides that follow examination time is appalling.

With this peculiarly aroused in-



terest in education, the Japanese teacher finds motivation not a thing for which he must strive. Those of us who have complained long and bitterly about the large classes which we attempt to teach enjoy watching how adeptly a Japanese teacher handles a class of sixty or more. Particularly are we interested to know that the majority of teachers in Japan instruct in unheated buildings which in most cases need window panes, paint, a dash of color here and there, and equipment that we Americans feel is so necessary for effective teaching. Much of this need is occasioned by the fact that proportionately more schools were destroyed and damaged during World War II than any other single type of structure. It is a heart-breaking sight to see youngsters of all ages sit without shoes in these buildings all day long on the coldest days with only a few hibachis (charcoal burners) along the hall to warm their hands. Yet what a thrill to know that Japan even now has the highest literacy rate of any nation in the Orient, and—astoundingly enough—one higher than that of the United States!

The policy of universal education, adopted by Japan in 1871, has been vigorously promoted. At present, compulsory education extends through the ninth grade (junior high school). Beyond this level there is an extensive system of public and private high schools, colleges, and universities. The fine system of scholarships that honey-

comb the educational structure of the United States and the support given by large industries and well-to-do private citizens to educational enterprises and research are totally unknown in Japan.

The government through its normal schools and colleges has developed a very distinctive pattern. Teachers' manuals have been written so explicitly that teachers, after mastering their manuals, are easily rolled off the assembly line and do not develop a taste for new knowledge or any distinctive originality in teaching.

A group of Japanese college girls who were studying to become teachers spent the day at our American school. I had been watching their rapt attention as I had been teaching. Thinking that, when the day was over, one of them might ask me about some teaching procedure or course of study, I finally asked the question, "What impressed you most about our American school?" I shall never forget their answer, "The quietness, the color, and the children's lovely clothes." I have never thought that American schools were particularly quiet. Then I remembered their large classes of sixty and our freshly painted building in contrast with their drab, unpainted ones.

I was constantly impressed with the interest shown by Japanese women in education and schools and with the eagerness of the people as a whole to learn. I shall never forget the twenty-six Japanese engineers to whom I attempted to teach

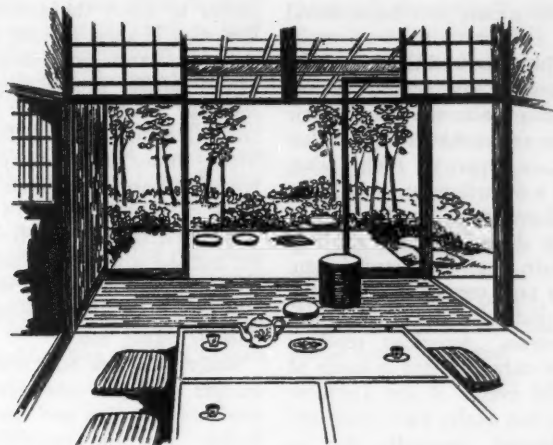


English. How eagerly and patiently they sat every Monday afternoon for three hours trying to master English after working all day at a steel plant.

This desire to learn and an almost reverence for education seems to have been instilled in Japanese

Japanese high school, which contained book reviews of both English and American novels, original poems, and other creative attempts in the field of the short story and the novelette, all written in English.

Although better known as expert



children. I was especially impressed with the high quality of work being done at high school level in the field of advanced mathematics and foreign languages. Although the peaks of Japanese scientific achievement are not so numerous yet as those of some Western nations, there was great excitement in Japan when Dr. Hideki Yukawa received the 1951 Nobel Prize for physics, the first of this kind ever to be won by that country. I was pleased to see the quarterly magazine, *Water Lilies*, published by the English department of a large

copyists, the Japanese are a creative people in many ways. It was always a thrilling sight to see a group of Japanese youngsters of ages ten to thirteen go out on a day's painting and sketching jaunt without any adult supervision. I was constantly amazed at the exemplary conduct of Japanese youth in public and the skill with which teachers would conduct hundreds of students on one of the school's three or four day semi-annual trips. How patiently and orderly these little navy-blue-uniformed youngsters would stand while tickets were

being bought at train, bus, and ferry stations. I found out later that this is probably due to the fact that the Japanese government, to supplement its program of literacy, made the teachers of the public schools the custodians of a code of ethics or behavior for the children under their care. The hope is that a literate society will be a moral society.

The Japanese and their teachers, in particular, have a gracious way of drawing the foreigner into their activities and making him feel that he, too, is a part of their living, making a contribution to it. How grateful we were to have been asked to help Japanese students with their English pronunciation, to make tape recordings for them, and to judge their English-speaking contests. American teachers were not only included in many of the social events of the Japanese teachers, but affairs were scheduled and planned especially for us where we could observe things typically Oriental, such as the formal tea ceremony and a beautiful sukiyaki dinner prepared before us as we sat on the floor dressed in kimono around red-lacquered tables.

For the most part, Japanese social activities are of a simple nature, prompted, I feel certain, by their frugality and a perennial poverty which has contrived various methods to compensate for this lack by seeking contentment and pleasure in what nature freely provides. Instead of "cricket on the

hearth", for the Japanese it is cricket in the cage. Crickets and fire-flies caught and kept in wee bamboo cages afford much enjoyment for the Japanese who find them much less expensive than keeping other pets. The Japanese also finds pleasure in maple-leaf viewing as groups of them get together to enjoy the autumn brilliance, or in snow-viewing at a particularly carefully selected spot where smaller groups might also compose poetry. Their joviality and conviviality have a deeply satisfying inner feeling which gives lasting pleasure to their friendships.

Yes, Japan has much to offer us, and she is willing to accept our culture if we are equally willing to let her become a contributor in this flow of traffic, too.

Americans have built many good bridges to Japan—the new democratic constitution and fine public health program established by General Douglas MacArthur during the occupation, the visit of our Symphony of the Air in 1955, the trips of the Yankees and Dodgers in the last two years, the splendid work done by the Quakers in bringing the Hiroshima girls to this country for plastic surgery, the many programs for exchange students and teachers—all show us that "you cannot hate the man you know."

These bridges have served both countries well, but Japan has other needs that have not been met. These open up to those of us who are teachers and to all thinking

people—a way or ways in which we might help unite Japanese women as well as other women of the world into a spiritual fellowship. An interchange of the arts and professional ideas and papers is good. A feeling of good will and understanding of another's problems is best engendered by reading about and getting to know those of other lands as we travel to them or they to us. What opportunities we have with thirty-five thousand foreign students in our country this year!

It is only as we understand our neighbors to the East that we can help them get at the roots of some of their problems. Foremost, in my opinion, is Japan's need to recognize the precious quality of human life. Mass suicides and unnecessary disasters that take such tremendous tolls of life are too often accepted as inevitable. The status of women

must be raised until it is commensurate with that of the countries of the West. Japanese women must be encouraged to exercise the privilege to vote that was granted to them in 1946, for without their help at the polls, the status of women will be slow to rise. Prostitution and the large number of "Madame Butterflies" with their stigmatized children, left in the wake of the last war, are still national problems. Tribute here should go to the missionaries of all denominations, who for years have been quietly raising high standards for both men and women all over the world through their educational programs and their spiritual wisdom. Maybe we, as a people living in a land of plenty, do need a miracle to "stab us broad awake" to the needs of others!

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*No one can walk backwards into the future*

*Sincerity gives wings to power*

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# Education Today In Canada—

## *Its Strength and its Weakness*

L. BERNICE  
MacNAUGHTON



THIS title may seem somewhat removed from the theme of the Delta Kappa Gamma Society for this year: "Uniting Women of the World in a Spiritual Fellowship"; and yet does not the one depend upon the other in the widest sense of the term? Education is the development of the power within oneself; it is the finding of one's innate abilities and the development of these abilities. If one is to make progress, he must find a goal of some sort, the sooner the better and the higher the better.

I am neither a pessimist nor an optimist. Our educational systems in the past in Canada, as in the United States, have produced great

men and be assured they still are producing great men. The standards of our schools have not all been alike. There have been high professional standards in some and low in others as in all professions.

In estimating the power of your country and of mine, we do not harp back to what they were and did fifty years ago; we judge them in terms of what they are and what they are accomplishing today. We think in international terms. Fifty years ago, when only the talented few were in our schools, methods of teaching were used which fitted in with the talents of these individuals and with their age of speed. Today in the jet-liner age, the

masses are being educated and for a world so far advanced in speed, in scientific developments, in thinking as well as in contact with the peoples of all races, many of our archaic opinions and out-moded customs must be discarded. The good methods and subject matter of the past should be retained, of course, but adjusted to this new era.

I find most of our young people receptive to advice, eager to find their proper niches into which we fit, so that they may make some real contribution to the development of this young country of Canada. Young people are education conscious; the general public is education conscious.

In Canada there is increased evidence of what one might call co-operative thinking. Members of the Teachers' organizations, Trustees' organizations, non teacher national organizations and Business are working together trying to find solutions, both financial and otherwise to the present day problems of education.

We are all conscious of the fact that the shortage of well qualified teachers, professors, scientists, and engineers is a serious problem. Individuals and industry are pouring enormous amounts of money into scholarships for prospective leaders. Recently it has been reported that in Canada there is a possibility that a way may soon be found whereby federal aid may be granted to universities without federal control. If and when this is accomplished, the financial situation of

our universities will be greatly improved. (I might say that there is Provincial autonomy in matters of education in Canada.) Universities are arranging courses to meet the modern demands. Opportunities for advanced education for young people are great.

The enrollment of our educational institutions has grown enormously and why? As you know, for two reasons. We are educating the masses and we are educating them for a highly skilled and technical world. To educate the masses along the lines of their innate abilities and at the same time to improve the standards for those of superior mentality has been and is a herculean task.

To keep pace with this task, what are teachers doing in this new world? For example, within the last thirty-five years the Canadian Teachers' Federation has been organized and has grown from infancy to a membership of 82,000 with the prospect of reaching 100,000 by 1961; and this in a country of less than 15 millions. Largely through its influence salaries have increased from mere pittance to over \$4,000 a year in many cases and in some to \$10,000. Pension schemes have been developed which would put those in many another line of work to shame. (Details of such schedules and schemes may be obtained from the office of the Canadian Teachers' Federation in Ottawa.)

As for salary schedules, I agree with Sir Ronald Gould, who says "While I am not a feminist who

goes around seeking to raise the status of women, I do not see what professional skill has to do with sex. Discrimination between salaries of men and women is the non-professional element in many salary schedules. Only professional criteria should be used." I fear that there are factions in our ranks who do not agree with this opinion. They argue that some are not worthy of their hire. In some schools, in some provinces even, salary schedules are arranged so that single-blessedness—especially feminine single-blessedness—is discriminated against. This is not entirely the fault of the male teachers. Women do not always stand together when finances are concerned. Can women of the world be truly united in a worldly or in a spiritual fellowship and work against unity in their own ranks?

When teachers awake to the fact that bickering within their ranks leads only to dissatisfaction, and that willingness on the part of some to accept what deep down in their hearts they know is not the best thing for the profession, then teachers will be ready to assume the responsibilities which are rightly theirs.

Teachers are persons and, as such, should be treated as citizens with full rights of citizenship. They should have freedom of thought and action which it is difficult to keep under discriminating conditions. When teachers show maturity of mind in handling their own business affairs and stand together, then they can expect the public to

believe that they belong to a real profession and are fully equipped to train children to become men and women with sound principles economically as well as morally and spiritually. Salaries, of course, are but one way of indicating the value which the public places upon the teacher in society. In this day when teachers are in such demand, there is the danger that salary schedules which are discriminatory will keep from this important profession many whose services are so sorely needed.

Another field in which conditions have improved in Canada is that of buildings. Today in most areas school buildings are bright, attractive, and clean. One can drive through the country and see modern buildings with every possible convenience in areas in which buildings had been condemned a few years ago. The public is certainly education conscious in this respect and young people from these modern schools are entering our teacher training colleges in much larger numbers with a relatively bright prospect for their future happiness and security.

The future—the future for whom? This is a world of many races. It is too late for any man to assume that he belongs to a superior race. The world is too small to deny any child his rightful position. Each must be educated to his full capacity, be it of one talent or five. The sooner Christian countries face this obligation the better, or we who call ourselves Christian may find ourselves overridden by those whom

we may have considered in times past as the inferior races of the world.

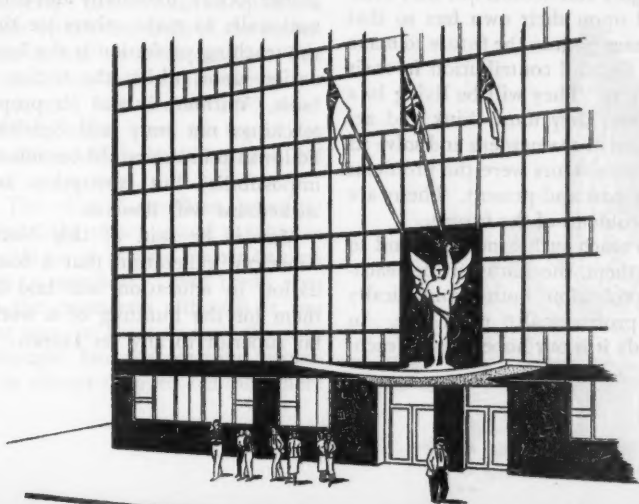
In Canada, I believe that we have made some progress in educating for good citizenship. Here we have a cross section of the world's population; almost every race and creed. We have tried to work out a system of education whereby every Canadian child may be educated to the extent of his abilities. We have tried to meet the immigrant as a friend and to fit him into a cosmopolitan population without friction.

Internationally, we are taking our place not as a young but as a maturing, if not actually mature, nation. So often I wonder to what level you in the United States of America and we in Canada—who live just across an imaginary border line, scarcely realizing that we live under two different flags—could raise the standard of education, not only in languages, science, mathematics, home economics and what

not, but also on the spiritual side.

Is not education the basis of the State and the ultimate aim and essence of education the training of character? Someone has said, "Man must take a master, be it law, religion, art or public service. Man must aim at excellence." We as educators must therefore know what is first-rate, for Freedom can be lost by the too practical man, the selfish man, the individualists whose hearts are so shrunk they cannot contain the idea of Freedom in the sense of World Freedom.

If the Teaching Profession is to make its proper contribution toward the building of a World of Freedom, then the mass of the candidates for the teaching profession must be drawn from the top fifty percent of our classes, graduating from our high schools. The time for slow thinkers in our ranks has gone by as has the age of hand power. The best in our classes must be shown that it is their privilege, their duty even, to consider





entering the teaching profession. Academic ability must be coupled with moral and spiritual qualifications also.

These candidates must be trained along the lines of their own abilities whether it be academic, technical, industrial, or whatever course they choose; for to follow one's own line of ability is the only way to real perfection and freedom in one's thinking. These young people must be guided, of course; they must have instilled into them the very best of the past; they must be encouraged to read from the books of the masters; to look upon the works of art of the world; to mingle with the masses of the world and to become world minded.

Young teachers who, by the methods of teaching in our schools of yesterday and today have been taught to "express themselves," cannot be driven into the well-worn grooves of our way of thinking. They can be led but not driven. They can be taught to profit by our thoughts and actions but they must stand upon their own feet so that they may go into the future to make their rightful contribution in their own way. They will be living in a new era; they must think and act in terms of the new era and solve its problems. Ours were the problems of the past and present. Theirs are the problems of the future.

To reach such candidates and to keep them, the status of the teaching profession both economically and professionally must rise. In Canada it is our hope that a Teach-

er Training College with National academic standards may be established in the not too distant future. The qualifications of this college would be at least as high as the highest in any Province and it is hoped higher. When once this is attained, then teachers will be able to move from province to province without license or pension restrictions and the teaching profession will be on a level of equality with the medical, legal, and similar professions.

Today is tomorrow's training school. The lines of least resistance and inertia, if we have them, must be a thing of the past. We must set ourselves new objectives. Someone has said "Teachers have a higher degree of altruism than most people, that they are more deeply concerned about the welfare of children; they are dependable above the average." If this is so, then teachers have a greater obligation than most people. Teachers, whether men or women, must work together locally, nationally and internationally to make others see that the teaching profession is the foundation upon which the nation is built. Without it and its proper teachings not only will Spiritual Fellowship in this world become an impossibility but corruption and wickedness will flourish.

May it be said of this North American generation that a foundation in education was laid by them for the building of a world far superior to any yet known.



"UNITED WE STAND—

DIVIDED WE FALL"

*(Malta Union of Teachers' Motto)*

RITA CHELCUTI

MUCH has been recorded since 1919 when a handful of interested teachers put their heads together and tried to put forth their claim for a revision of salary. An overall revision of all salaries of government employees had just been published but the teaching profession was completely left out of the whole picture. It was then that a number of our teachers realized the necessity of forming the Malta Union of Teachers under its first President and Pioneer, Mr. J. Giordmaina.

Many dark days awaited the promoters at that time, for the teaching profession had not as yet presented itself to the public as a united front. Criticism of such "novelty" came from all quarters, both within the ranks of the profession as well as from outside. The Union, however small, never lost its morale and worked hard to establish some form of status for teachers, which in those days did not as yet exist.

The first Committee meetings were held either round a table in a cafe or in private houses belonging to members. Great credit goes to the promoters although it was not easy for them to steer the ship through; but the teaching profession always dragged behind where

condition of service and salaries were concerned. Education had not as yet gained for itself its rightful place in the machinery of Government and therefore those engaged in it suffered the consequences. It is a pity that in our anxiety to better the position of teachers we lost sight of the fact that education and the teaching profession walked hand in hand.

Unfortunately, the activities of the MUT came to a standstill during World War II when life in Malta was more a matter of living or dying than of anything else. Believe it or not, the war made us all realize the shortcomings of our educational system and also the necessity of providing education for all.



In fact, compulsory education for all children from the ages of 6 to 14 came into effect in 1945.

In 1942 Mr. Ellis, an expert in education, came to Malta from England to study and report on the state of Education in the Maltese Islands. Among the many suggestions he recommended a revised scale of salaries for all teachers, which incidentally took shape in 1945 when more teachers were required to man the schools as a result of the implementation of Compulsory Education. But once again we had "missed the bus" as salaries for all other government employees were revised in 1942.

For the second time teachers rallied round their leaders to bring to life the Malta Union of Teachers. Work was started on new lines; and in 1944 a small committee was selected to revise the MUT statute. The education of the Maltese child was given prominence; so were the recruitment of teachers and their status. The Association began to publish its own journal which appeared monthly and all members were given facilities to make their voices heard. Later on, the Council of the MUT wrote educational or professional articles for the press which went a long way towards helping us to establish ourselves. We went "the whole hog" to try and change the then existing system of training teachers. Students who passed their final examination at a secondary school were sent to the schools to teach and at the same time attended a Training School on Wednesdays and Saturdays. The

MUT pointed out the pitfalls of such a system and recommended a period of pre-service training for all prospective teachers. A short course was started in 1945 which was gradually increased to two years in 1952.

Meanwhile the membership grew and grew and so did the activities and the work. At a general meeting of the Union in 1949 it was decided to rent a flat for the Teachers Institute and to employ a full-time secretary. Our Institute is not what is desired by all means. There are two committee rooms, a library and a recreation room equipped with ping-pong table. We are very proud of our small library and feel most grateful to our teacher friends in U.S.A. who donated these books to us in 1948.

The activities of the MUT have now become very wide and there are several committees which come under the auspices of the Council and help to plan and organize programs for members. The Professional and Cultural Relations Committee organizes symposiums, debates, brain trusts, study groups and lectures practically every month. In 1953 this committee worked hard to draw up a Code of Ethics for teachers which was approved unanimously at a General meeting in 1954. A small Ethics Committee of three members is now responsible for orientating members in this code and also in dealing with breeches reported.

Sports are not neglected and tournaments in tennis, table-tennis

are regular features. The MUT has its football team which has embellished our premises by the trophies won at different matches against other Associations.

We also have a drama circle and every month they put on radio plays on the local broadcasting system. Now and again they produce plays for the entertainment of teachers and the public.

Other important committees are the Spiritual Welfare, Entertainment Committee and the International Relations Committee. The Council of the MUT is kept conversant with the activities of these committees through liaison officers who are members of the Council and at the same time sit on one of these Committees.

In 1948 the MUT organized the first National Education Week, an activity which has become an annual feature. For the last three years activities have been organized by a joint effort of the Education Department and the Malta Union of Teachers.

By dint of hard work, our Association has managed to have representatives on practically every board that has to do with child welfare and development. Our delegates sit on the Board of Education, on the Youth Advisory Council, the Parent-Teacher Board and on many other Committees. Our president is chairman of the Government Joint Council. This Council co-ordinates the work of various associations and presents complaints to Government.

The year 1948 was one of many events for our association. We became members of WOTP and through it our membership received a scholarship to U.S.A. The luck this time was all mine and I cannot but recall the pleasant time I was given, the many friends I have made. I still cherish the rich experience which American teachers have made possible for me.

Our contacts abroad have since then broadened. Every year we have managed to send a delegate to the WCOTP Conference but we were never so delighted as when we were given the honor to act as hosts to the Conference which was held in Malta in 1951. That was a good day for our Island and a red letter day for us teachers.

But 1948 was not all strewn with roses. We had one of our darkest hours in the "Battle of the Hours" as all teachers still call it. Our working week was suddenly and without any consultation raised from 27½ to 36 hours. Teachers worked on under protest while the Council of the MUT met practically every day to try to find a solution. It was so encouraging; it felt so noble to be one of all the members who presented a united front and marched on bravely as directed by our leaders. After a period of three whole months of presentations and interviews and even threats, the Government reverted to the old time table—to the satisfaction of all the membership.

In 1953 the MUT drew up a memorandum pointing out the needs of furthering education in

Malta. This memorandum fell under three main headings viz: Expansion of Education, Teachers—pre-service and in-service training—and Status. At that time all members of Parliament were given a copy and we feel so glad that several of our suggestions have in the last few months materialized. Schools are now cropping up everywhere, new ideas are being incorporated, the education vote has gone up by leaps and bounds, milk is given free to all children, technical education is steadily expanding.

Pre-service training is now a two-year course at a Teachers Training College. This summer we had the opportunity to attend a refresher course in Malta for the first time. Much has been done, we must admit, but there is still a great deal awaiting us. For example, schools are still very short of books, especially at a lower level. However, the right move has been registered in this respect.

On the other side of the picture teachers' salaries have not caught up with these developments with the result that recruitment of the right personnel is very difficult. There is at present in Malta a great shortage of teachers, and, what is worse, situations in this respect are going from bad to worse. A number of emergency teachers have been recruited but even so the problem remains unsolved. Besides, these temporary teachers have an eye for jobs elsewhere.

The MUT has again been confronted with a great responsibility.

We have to find ways to convince the authorities that unless the status of teachers keeps in step with all these educational developments contemplated, the whole framework will tumble down since much of its success depends solely on the teacher. We are working on a very extensive report on this subject to be presented to the Economical Commission due to arrive in Malta in the very near future. This we consider is a vital problem and every resource is being tapped. Members on the Council are trying hard to coordinate all their efforts to put forth a strong case. We know that, in this respect, we have the support of our fellow teachers all over the world and that encouragement will take us a long way.

Another claim which the MUT is once again putting forward is equality of pay irrespective of sex and school.

We feel happier to note that our Association is growing stronger every year. Many a teacher has benefited from the legal aid now available to our members; several have had their grievances redressed through the intercession of the MUT and we all feel proud to belong to the Malta Union of Teachers, the only national association of its kind in our Island.

From those early days of 1919, Committees have come and gone, tactics have changed and the activities of the MUT have infiltrated every field but we are pleased to note that we still stand by our motto: "United we stand, divided we fall".

BERNICE DONDINEAU

*Reports the Conference of the World Confederation  
of Organizations of the Teaching Profession*

## ECHOES FROM MANILA

**W**E were on the last lap of the journey which would take us to the Philippines. Taking off from Hong Kong at the close of the day, we would have about three hours in which to review recent past experiences and anticipate the new ones ahead of us.

During these last days we had the pleasure of meeting fellow-teachers in countries along the way. . . . Teachers of great courage and earnestness. Teachers who wanted the same opportunities for their children that we want for ours, namely: strong bodies, a good school and a chance to live decently in a rapidly changing world.

As we sped along through the glory of the sunset, our thoughts took on a wonder at it all. The speed of present-day air travel, the altitudes one can reach. It made the experience of our grandfathers, as they traveled through the woods during the early years at a speed of two miles an hour and at an altitude of zero, seem very far away. Yet the distance between ox-teams and airplanes is not long. The magic of the moment brought to mind this line:

Who would have thought that

I would be,

Far above the China Sea.

By this time the dancing colors of the sky had become quiet, and in the darkness which followed one could see the necklace of lights

around Manila Bay, which seemed to point the way to the experiences of the days ahead.

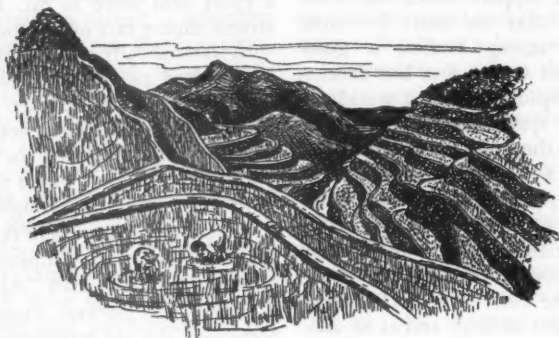
We found Manila a most interesting city—full of contrasts and similarities. Tall, modern edifices looked across the street at empty spaces, where once—before the war—other houses had stood. We were impressed by the amount of building which has been done, but sights within the Old City Walls made us know that there was still a great deal more to do. On the streets, motor cars of all kinds vied with fantastically-colored jeepneys for favored places in traffic lines. Brilliantly-hued market-places looked up at noble churches. Santo Tomas University shed an atmosphere over the city, which testified to the trials and joys through which it had passed. It was there that during the last war, Filipinos and Americans alike, had shared a dreadful but glorious experience. Somehow, the old building seemed to be a monument to the strength of the human spirit.

In Manila in August of 1956, delegates from thirty-four countries gathered to attend the fifth annual meeting of the World Confederation of Organizations of the Teaching Profession. It was the first time the organization had met in Asia, and this fact augured well for the success of the conference.

The Philippine Public School Teachers Association had left nothing undone in order to insure a happy experience for their visitors. Many social occasions were planned. There were teas, dinners and trips to points of interest in and around the city. Festivals of songs and dances at the Philippine Women's University and the Philippine Women's College, as well as at several elementary schools, helped us to understand the culture of the people through music.

A week-end at Baguio took us to a beautiful mountainous part of the country; and, as we drove through rice-fields and farming

The conference opened officially on August 1. The welcome was given by His Honor Arsenio H. Lacson, Mayor of the City of Manila. The address of the day was given by His Excellency, Ramon Magasaysay, President of the Republic of the Philippines. This was indeed an honor for the delegates and a tribute to the organization. It is the first time a Chief of State has addressed the assembly. President Magasaysay spoke of the place of education in the consideration of the government, and of the steps which already have been taken to insure educational opportunities for all the people. He told



lands, we had a chance to learn how many people earn their daily bread. The road took us through many small villages, where thatched-roofed houses looked up at the banana trees and cocoanut palms. It was in these barrios, where we visited several schools, that we began to realize the forward strides public education has made in this Republic of the Philippines.

of the Filipino teachers' dedication to duty and of the courage and selflessness with which they have met their task.

Mr. Roman Lorenzo, President, Philippine Public School Teachers Association, welcomed the Assembly in the name of that organization. Sir Ronald Gould, President, World Confederation of Organizations of the Teaching Profession,



gave the response. The session closed with music by the Philippine Constabulary Band under the direction of Lieut. Col. Antonio Buenaventura.

All meetings were held at the Session Hall of the House of Representatives, National Legislative Building, which added much to the comfort of those attending and to the dignity of the proceedings.

The theme of the conference was: The Teacher and the Well-Being of Society, and to this topic the delegates pointed their discussions. To project the idea further, the subject was discussed in the following groups.

The Teacher and the Well-Being of Society

- in rural communities
- in urban areas
- in economically underdeveloped countries
- in highly industrialized countries

Sir Ronald Gould (Britain) was reelected president of the organization and Dr. William G. Carr (U.S.A.) will continue as secretary-general. Emile Honourger (France) remains as vice-president. Members of the executive committee are:

George Ashbridge	(New Zealand)
L. P. Patterson	(Canada)
Theophil Richner	(Switzerland)
Sarah Caldwell	(United States)
Roman Lorenzo	(Philippines)
S. Natarajan	(India)
A. Buhagiar	(Malta)
A. W. S. Hutchings	(Britain)

Some of the important outcomes of this conference were:

1. The sharp increase in participation

by delegates and observers from Asian countries was notable. More countries were in attendance, which points up the growing interest, stature and importance of the Far East and Southeast Asia in affairs of the world.

2. The Assembly called for greater international cooperation with the aim of helping to balance the demand and the supply of teachers which now exists in many countries.
3. Some plan for the enlargement of existing facilities for further international exchange of teachers was recommended.
4. The Assembly resolved that teachers ought to assume their full share of community responsibility. This resolution recognized that the vital role of the teacher depends on the cooperation and support of state, community, and professional associations.

Thus the fifth Assembly of Delegates to the World Confederation of Organizations of the Teaching Profession drew to a close. It had been a week of inspiration. We had learned that all teachers want for their children the same things we want. We had listened to stories of courage and devotion of teachers in many lands. Some of us were amazed at learning of the difficulties which face many people the world over, but we were thrilled at the vision and action with which they are being met.

We left Manila, dedicated to the idea that there is no business like school business and that teachers the world over are joining hands and marching forward together toward a better world.

# Teaching Our Students How to Travel

VERA L. PEACOCK

ONE of the saddest sights I have ever seen was two women weeping hysterically in the lounge of the government hotel of Cuzco because they had to stay the five days listed in their tour in that famous, haunting, unbelievably beautiful center of the Inca culture. No plane or train seats were available and there was no way to avoid the primitive color of Pisac or the massive grandeur of Macchu Picchu. These women were not illiterate or unacquainted with the world. They were school teachers from a metropolitan center, well dressed, usually well mannered, and they had paid an enormous sum for the deluxe tour of South America. Why then were they so unhappy at what should have been for them one of the most memorable points of their trip?

They were unhappy, first of all, because they were uncomfortable. Cuzco is high—some 12,000 feet—and tourists usually suffer to some degree from mountain sickness. It was cold and rained most of the time, as is usual in February, and the hotel food was heavy and uninspired. Cuzco itself is far from clean; the savagery and incomprehensible ways of thought of the Quechuas show through the thin veneer of Spanish civilization more clearly here than in most parts of

South America to bring an instinctive terror to some hearts and a life-long fascination to others.

These women had nothing with which to combat the discomforts of their situation. Others suffered, too, from cold and rain and altitude and from the mud and smells of Cuzco. But to them the city glowed with the remembered glory of the Inca empire as no other place within its boundaries. We sat in the main square and seemed to see the great convocations when mummified Incas of past generations lined the walls to grace the councils. And the cathedral with Indian faces on its angels and cherubs, its rough interior a tribute to native skill, seemed as ready to receive tribute to the god of wind and rain as to the Christian god. Nowhere have I experienced so vividly the life of a great past culture as there. If, however, one knows nothing of that past culture, if one has not studied the country's history and art, one sees only a dirty little mountain town, hard to get around in, with no amusements of any kind, where one can't even buy very much. To travel enjoyably one must know as much as possible about the countries to be visited; one must be interested in some special aspect of their life and culture; and one must be willing



to dispense with some of the comforts of home.

In addition to traveling enjoyably it is well also to travel with a clear conscience both toward our hosts who did not ask us to come and toward our own country which protects us in distant lands. That we can do only if we are considerate of the feelings of the peoples among whom we move, and if we represent to them the best in our own country.


The American who can earn money enough to go to Europe but who can not keep European monetary systems straight enough to make change is doing neither. When he holds out a handful of change for the cab driver to select from, because he is too lazy to learn what the coins are, he becomes an object at once of contempt and fear. When an American woman pours out a number of heavy copper pieces and says, "These are too heavy to carry and you can't buy anything with them anyway," the salesgirl to whom those same coppers mean bread, does not love her American neighbor more. In the twenties students did paste French franc notes on their luggage as ornaments. How would you like to see our ten dollar bills gracing foreign trunks? It is amazing how normally considerate people fail to respond to the feelings of others when they travel.

This discrepancy between our behavior at home and abroad has been noted by many people. I was in Europe in 1927-28 when the Legion had its ten-year reunion there. Normally good family men and solid citizens suddenly realized



that they were on vacation with none of the neighbors looking on and went wild. They were noisy, rude, sometimes drunk, and completely unaware of the impressions they produced or of the harm they were doing to our foreign relations. I used to cringe every time I heard a rowdy party in a good foreign restaurant until I went to South America. The first time it happened there, I waited for the waiter's disdainful "North Americans"; but instead he said in the tone I had heard so many times used of my compatriots, "Those are from Argentina."

Nearly all of the tourists who so damage our standing in the eyes of foreign peoples and who miss so many of the richest rewards of travel themselves went through our public schools. In the future many more than in previous generations will presumably travel widely. These potential travelers are in our public schools now. We who are foreign language teachers *hope* they will have a better knowledge of one or more foreign languages with which to roam the world than did their parents. But we know



also that many of our students will not have a very useful mastery of even one other tongue. What *can* we give them that will help them to be as good men and women and as good citizens abroad as they are at home?

First, we can teach them something of the geography of the country whose language they are studying, and we can open the doors of that country's art and history to those students who are interested. We can teach them to handle foreign currency and to get around the country efficiently. We can stress the ways in which the people are like ourselves and that they have much to teach us if we can refrain from shutting them up by boasting first about our own superior technical achievements. We can make it plain that it is just as rude to say "Our plumbing is better than yours," or "We have the tallest building in the world" to a Frenchman as it would be to say to our next door neighbors at home, "Our T.V. cost more than yours," or "I have the best piano in town."

Perhaps we can even teach them to phrase their questions without condescension. I well remember the professional woman who, with the best intentions in the world and a real desire to know, said to the Mexican Minister of Education, "Oh, do *you* have compulsory education in Mexico?" And lastly we can train our students to explain, not to boast about, when the time seems just right, those of our institutions which we sincerely believe the rest of the world might

know with profit. We language teachers talk a lot about the intangible but inestimable benefits in the way of improved attitudes and understandings conferred by our specialty. As a language teacher I believe in them, but I don't believe that those benefits accrue as an unearned increment just from sitting in a class. I believe that both teacher and students must work at them.

Here my colleagues may bring out that they have no time to teach anything but the language itself and little enough for that. I agree that the time ordinarily allotted to foreign languages is inadequate. I submit, however, that a teacher alert to her mission as a guide to future world travelers will manipulate her materials to reach her aim.

Many beginning texts now start with the general geography of the country or countries concerned. It orients the student and such vocabulary is easy. Instead of leaving the subject after the first few lessons, the teacher can arrange occasionally other geographical units throughout the year. Some students may plan trips through small areas of the country. Train and bus schedules can be procured to help in this and their use will train the students in numbers and acquaint them with the official 24 hour timetable. They can study the currency at this point, also, and hotel rates and bills as they plan their movements from town to town. Those interested can find out about the seasonal changes, the desirable times to visit their chosen areas,

the attractions there, and many other aspects of the country. Just as some do better than others in any class, so some will profit more in this. But in any group where a number of students are working on such projects, the others will learn at least that such knowledge is valuable under certain conditions and that it is within their grasp. Incidentally, some who find mastery of the language itself difficult may become genuinely interested in the projects and thus learn more of both.

Through these imaginary travels and studies a number of students will gain the confidence to travel alone or in informal groups in foreign countries. They will see that with maps and time-tables and some command of the language it is very possible and that it is the best way to get to know the people and countries visited. Those who still feel that tours are the only answer should be introduced to student tours or to such organizations as the "Experiment in International Living" where young people live in homes abroad or with others of their age in camps and hostels. They can leave the luxury tours to their elders who know no other language and who travel, as Paul Morand says, to ease by change the unbearable routine of their days.

Another thing the teacher should try to do is to tie the foreign culture to some special interest of as many students as possible. It is not always successful, especially in high school. But somewhere the point

should be made that the traveler who collects stamps or ballads, or who is interested in primitive drawings or folklore, or who likes seashells or fashions, has more fun than one who has no special interest. Our university offers a study-tour course to Mexico alternate summers, and we insist that before leaving our campus each student select one aspect of Mexican culture to study on his own, partly as an educational experience and partly because we are convinced that he will have a better time that way and richer memories.

In working with attitudes we run into the difficulties of a lack both of standards and of measurements. It is left pretty much up to the teacher. That teacher who hopes to make her students happy travelers will stress the differences between our country and another, which appeal to our curiosity and wonder, and the likenesses which draw the two peoples together. It is much easier to do the first, of course, and most of the foreign movies and realia materials which we use in classes tend to emphasize the foreignness of the other group.

The teacher has to make ways to bring home the basic needs, drives and responses which are universal, the sensitiveness and dignity which may be more acute than with us, the responsibility which we have to behave carefully and very, very politely. She can point out the human similarities in stories read in class and remark that if the students would like to know such people as Julie or Ricardo, they must

treat them with consideration and respect when they meet them. She can stress the teachings of Rabelais and Montaigne that every man and every experience in this life have something to teach, if one will but present an open mind. She can mention, or better, display books and magazines on foreign cultures and urge her students to get the habit of reading them so that their interest may accompany them into adult life. And she may even add that for those to whom comfort becomes paramount home is the best place.

Representing the best in America as we travel will be the hardest part of the teacher's task. It is not easy to tie up to the regular work nor is it easy to get across to young pupils why it matters so much.

Perhaps it should be done elsewhere. Perhaps this is a phase of adult education which can be accomplished only by mass indoctrination through the news, radio and T.V. And yet I think the foreign language teacher might begin on it. The same good manners and good general behavior which help us to know better other peoples also show us in a better light to them. That, plus a genuine desire to know the people and a real interest in learning all that they have to offer will make our travelers true ambassadors of our civilization. Will it make them also cosmopolites? No. Americans come home satisfied that they live in the most desirable country on earth. They may appraise it more accurately.

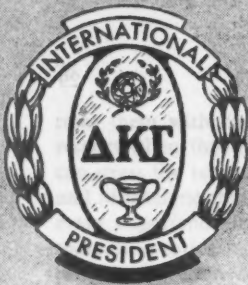




## PEACE DEFINED

RUTH M. JACKSON

*If all the people I have seen  
and people I shall see  
loved all the people they have seen  
and people they will see,  
and if all these loved all the folk  
they have known and will know,  
there would not be in all the earth  
a place where hate could grow.*



## MARKING THE YEAR

### *The Twelve Founders*

### *Faced opposition*

**T**HE emergence of an idea into a self-perpetuating force is illustrated in the history of The Delta Kappa Gamma Society. Created as a medium through which women leaders in education might gain recognition, the Society continues its energizing influence far beyond the confines of its birthplace.

Nor was its inception narrowed by the city limits of Austin, Texas. Dr. Annie Webb Blanton interested friends scattered over the state in her visionary project—founding the Kappa Gamma Delta sorority. They were successful women, representing a cross section of education: Mamie Bastian, elementary principal in Houston; Lela Lee Williams, third grade teacher in Dallas; Sue and Ray King, high school teachers in Fort Worth; Ruby Cole, elementary principal in San Antonio; Mrs. Lalla M. Odom, junior high teacher of mathematics in Austin; Mabel Grizzard, elementary principal in Waxahachie. To these Dr. Blanton added her University of Texas faculty friends, Anna Hiss, head of physical education for women; Dr. Helen Koch, professor of educational psychology; Ruby Terrill (Lomax), dean of women; and Mrs. Cora Martin, assistant professor of elementary education.

Of these twelve founders, the last two named lived with Dr. Blanton in the Faculty Women's Club. The movement to establish a woman's educational sorority might have withered under the stern opposition of schoolmen generally; but, fortunately, Dr. B. F. Pittenger, dean of the department of education at the University of Texas, and Dr. Frederick Eby, on the same faculty, encouraged Dr. Blanton in her new

# YEARS TO INTERNATIONAL STATUS

EUNAH TEMPLE HOLDEN

venture. They had known her brilliant work as State Superintendent of Public Instruction and recognized her ability as professor of Rural Education. (She was the third woman to be honored at the University with a full professorship.) It should be added that Dr. Blanton was a stalwart soul, willing to take the rebuffs of pioneering in a worthy cause.

The intrepid group of women spent weeks in preliminary study. There were conferences, caucuses, and extended correspondence culminating in supporting five fundamental ideas or purposes, in approving plans of organization, in agreeing to share responsibilities inherent in founding chapters. These women offered criticism of a preliminary draft of the Constitution submitted by Dr. Blanton; they revised the initiation ritual. Cora Martin assisted Dr. Blanton in setting words to the tune of "Men of Harlech" to be used as the official song.

Then, in response to Dr. Blanton's letters of invitation to become National and State Founders, ten women in formal dress met at 6:00 p.m. on May 11, 1929, at the Faculty Women's Club, 2610 Whitis Avenue, Austin, Texas. (Anna Hiss, who was absent because of illness in her family, was privately initiated at a later date.) In subdued candlelight they enjoyed the banquet. At its close they moved into the gracious drawing room with its marble fireplace—scene of historic importance. The initiation table bore the Bible, red roses in brass bowl, the candles, red and gold ribbon bows, and the red scarf made by Dr. Blanton. In an impressive manner she read the initiation ritual, joining with the other Founders in taking the vows.

*Preliminary  
work*

*Society  
Founded  
May 11, 1929*



*First  
Constitution  
Provided for  
Chapter  
State  
National*

*Changed  
name*

*Incorporated  
chartered  
1929*

*Chapters  
created*

*First  
Convention  
1930*

But there was work to be done that night. Spread on the cleared dining table were paper, pencils, mimeographed materials over which the Founders pored until between two and three o'clock in the morning. Already they looked upon themselves as a National body and frankly faced the duties to be incurred with expansion. They talked of possible designs for a key and the coat-of-arms; they laid aside part of their initiation money in a Permanent Fund which they considered a national building fund. The Constitution stipulated the chapter, state and national character of the organization.

Within a few months the Founders learned of the existence of a national fraternity named Kappa Gamma Delta. They decided informally to keep the same meaning—"key women teachers"—but to rearrange the letters to read Delta Kappa Gamma.

A committee composed of Dr. Blanton, Ruby Cole, and Mrs. Odom applied for incorporation papers and the charter. On August 19, 1929, the charter for the national organization was granted. Incorporation papers had set forth the intent of the Society as a "private corporation formed for educational and benevolent purposes . . . The place of business of the central organization of the corporation is Austin, Texas." Similar documents were also secured for the State Organization of Texas.

Under the leadership of Mrs. Lalla Odom and Dr. Blanton, Alpha Chapter was formed by sixteen of their courageous friends. Opposition to the Society had been so persistent that Dr. Blanton had issued invitations to membership under the assumed name of Katherine Graham Dalton. Beta Chapter in San Antonio was founded next by Ruby Cole. Mamie Bastian, who became the second national president, established the Houston chapter, Gamma, shortly afterward.

By the time the first convention was held in Austin, May 10, 1930, seventeen chapters had been organized in Texas. Succeeding conventions on May 9, 1931 (Fort Worth) and May 14, 1932 (Austin) were, strictly speaking, Texas State Conventions. Significantly there was, however, at each of them a short meeting of the original Founders (termed the National Executive Board) at four o'clock on the



Saturday afternoon of the respective convention.

The national aspect took on importance at the convention in New Orleans, Louisiana, June, 1933. At this meeting Norma Smith (Bristow), dynamic leader in Alabama, was elected national president. By this time Dr. Blanton had organized Alabama, Oklahoma and Missouri. Founders of Louisiana were initiated at the New Orleans meeting.

During Dr. Blanton's term as State Superintendent of Public Instruction (1919-1923), she came to admire Miss Kitty Gray, a co-worker in the department. By 1935 Miss Gray, who spoke Spanish fluently, had become a missionary in Mexico. Through her assistance, Dr. Blanton had hoped to establish the Delta Kappa Gamma Society across the border. When Miss Gray pointed out that the Greek letter name and the secret initiation might be misunderstood, expansion into Mexico was dropped.

Steadily and sometimes at great personal sacrifices, the states were organized. Mrs. Norma Smith Bristow, eager to prevent the Society's existing only south of the Mason-Dixon line, founded the first northern state, Illinois, in 1935. But Dr. Blanton—founder mother—as she was affectionately called by the other Founders, was responsible for installing organizations in 35 states. Before her death on October 2, 1945, she had seen the fulfillment of her plan to form a national society of Delta Kappa Gamma.

But the horizon was broadening. When the Constitution was revised during the National Convention in San Francisco, August 1946, the six purposes of the Society were rephrased. A new idea injected became the first purpose on the list: "To unite women educators of the world in a genuine spiritual fellowship."

When enumerating ways of attaining greater stature and maturity for the Society, Dr. M. Margaret Stroh, in 1947, had mentioned expansion into other countries. Chapters, impressed by the potentialities of foreign teachers studying in universities in the United States, initiated many as honorary members. Interest in foreign expansion was developing.

In 1948, the first Committee on Organization in Foreign Countries at the national level was appointed by the president, Birdella Ross. The committee

*Expansion  
into Mexico  
considered*

*National  
status  
achieved*

*"To unite  
women educators  
of the world"*

*First committee  
on foreign  
expansion*

**Questions  
related to  
expansion  
outside U. S.**

report (May 1950) by the chairman, Carrie Belle Norton, stated that they had sent Christmas greetings to 59 foreign members and had investigated several problems of expansion.

Practical questions which the committee raised were:

1. How and by whom should foreign members be invited and initiated?
2. Are there any legal barriers involved in installing foreign chapters?
3. How might the problems of language and money be met?
4. Could any activity be carried on abroad in lieu of official organization?

Although this committee recommended formation of Friendship Clubs which might later have developed into foreign chapters, there is no record of any being formed. A number of chapters in the states did send the Society's publications to their honorary members after they had returned to their native lands.

During Mrs. Eunah Holden's term as national president (1950-1952), the Committee on Organization in Foreign Countries concentrated its activities on the possibility of expansion into Canada—particularly into British Columbia. In December 1951, the National Planning Committee considered the findings gathered by Myrtle Okerlund and her committee.

Topics of their research had included:

1. The relationship of foreign units to the parent organization
2. Proper determination of dues and financial obligations to the parent organization
3. Port-of-entry problems regarding jewelry, initiation paraphernalia and other supplies
4. Attitude of other countries, including foreign educational groups, toward a Greek letter Society embracing educators at all levels—kindergarten through university
5. Exploration of organizational patterns of many international groups

**Research  
topics**

Upon authorization of the Planning Committee, President Holden proceeded with plans to organize the initial Canadian unit of the Society—the first step in establishing a chapter outside the jurisdiction of the United States of America. The policy was enunciated that international expansion is the prerogative of the national officers and/or organizer—not of any state organization within the parent group. The national (now international) president issues the invitations to outstanding women educators selected by a national officer and/or organizer. These become the charter members of the new group when properly initiated. As at the first meeting in 1929, this unit constitutes the nucleus for future, local expansion according to Constitutional regulations.

On June 7, 1952, National Vice-President Edythe Salvesen and Regional Director Louise Clement installed the British Columbia "state organization" at Vancouver as Alpha Province. It marked an auspicious beginning in Canada.

Internationalism was now on its way. The 1952 National Convention in Chicago authorized the amending of the national charter to permit unlimited expansion. Section VII of the original charter had read:

*"The work of this organization is to be carried on in the State of Texas, and in the other states of the Union.*

*"The central or National organization will issue sub-charters or certificates of membership, to the several chapters and state organizations, and membership certificates to individual members."*

The original charter of the corporation was amended on June 12, 1953 to read as follows:

*"The work of this organization is to be carried on in the States of Texas, in any state in the United States of America, and in any territory or possession of the United States of America, and any territory, dominion, country, possession, independent nation, or any foreign country.*

*"The central or international organization will issue sub-charters, or certificates of membership to the several chapters, national organizations, and state organizations, and membership certificates to individual members."*

**British Columbia  
Canada  
Founded 1952**

**National charter  
amended  
1953  
to permit  
unlimited  
expansion**

*Expansion  
in the  
territories*

*Ontario  
Canada  
founded  
1953*

*Quebec and  
New Brunswick  
Canada  
organized  
1956*

Signers of this historic document were: J. Maria Pierce, Sara Rives, Berneta Minkwitz, Gladys L. Mersereau, Louise Clement, Lela Lee Williams, Edna Boyd, Zora Ellis, M. Margaret Stroh, Eleanor Bryson, Grace Van Dyke More, Katherine S. Glendinning, Eunah Holden and Eva Gardner.

The Society had, on January 21, 1949, been established in Hawaii largely through the efforts of three members who had left their chapters in the United States to teach in Hawaii. These women—Mesdames Eva Philip Curry (Washington), Marvel Bernshouse (North Dakota) and Ruth Orcutt Bacon (Kansas) became the officers of the new group. Dr. Stroh, as executive secretary, had issued the invitations.

Six years later, during the presidency of Mrs. Edna McGuire Boyd, Alaska joined the ranks. Dr. Louise Clement, regional director, was present at the installation October 15, 1955, in Anchorage.

Just as members in Washington and Montana had stimulated interest in the Society among their western Canadian friends, so Michigan, New York and Maine Delta Kappa Gammas aided the national committee in making contacts with distinguished educators across the border.

In Windsor, Ontario, June 30, 1953, National President J. Maria Pierce presided at the founding of Beta Province. Among those assisting her were Effie Downer, Ola Hiller and Kennetha Schaal.

It was Ruth Grimes, national chairman of the Committee on Organization in Foreign Countries (1954-1956) who led in arrangements for extension of the Society into Quebec. The plans culminated on June 18, 1956 with Misses Grimes, Marion de Quetteville and Yvonne Lofthouse in charge. Ola Hiller, member-at-large on the Administrative Board, substituted for the National President, Mrs. Boyd at this step in expansion.

By the close of the biennium, Dora Small had almost completed preliminary details for the installation of Delta Province in New Brunswick, Canada. The formal ceremonies, however, were not held until October 20, 1956. Miss Margaret Boyd, newly elected international president, and eight Delta Kappa Gammas from Maine participated in the significant occasion in Fredericton.

Convention action in New Orleans, August, 1956, brought the terminology of the revised Constitution into conformity with present ideas of expansion. In addition, the Committee on Organization in Foreign Countries is now known as the Committee on International Expansion.

But the legal name of the parent, overall, international body remains The Delta Kappa Gamma Society. The terms "state" and "state organization" apply to states, territories, provinces and comparable political units in other countries; "chapter" continues to identify the local unit.

Personal stimulation comes with sharing whatever is fine and ennobling. Summarized in the seven purposes of the Society are needs and hopes subscribed to by nearly sixty thousand members. Delta Kappa Gammas who attend state, regional and international meetings—whether of the Society or another professional group—are inspired by association with women leaders who wear the key.

Modern times require modern media for advancement. Any international body, to be successful, must keep in close touch with its integral parts; and they, in turn, must feel an obligation to follow out regulations, policies and the program of work set forth by the parent Society.

This necessitates keeping open the lines of communication, sending representatives of local groups to gain information and to participate in policy making. It entails enthusiastically supporting ideals which—if pyramided through united, organized efforts—could work miracles around the globe.

Through carefully executed, successive stages the Society has moved from the state and national status initiated by Dr. Blanton into internationalism. Having founded chapters outside the jurisdiction of the United States, having secured an amendment to the official Charter, and having recognized the international character of expansion through appropriate changes within the Constitution, The Delta Kappa Gamma Society looks toward a promising future—to uniting "women educators of the world in a spiritual fellowship".

*Terminology  
changed  
slightly  
1956*

*The  
Society  
internationalized*

# Delta Kappa Gamma History

1929 to 1944

DR. ANNIE WEBB BLANTON

**B**EFORE many years, Delta Kappa Gamma should begin the writing of a serious, detailed history—that is, not just mere reminiscences.

Perhaps I might begin by answering a question frequently propounded by those who delve into our past: "What first made you think of the organization of Delta Kappa Gamma?"

To the best of my recollection, it came about in this way. One day a man, whom I did not like, came to my office to talk to me about educational matters. He related a number of things that he thought the women teachers of our state ought to do to improve education and to better the condition of teachers. Then he asked me why we did not do these things. I answered very coldly that I did not know.

He then replied triumphantly, "I can tell you; it's because women just *won't* stand together!"

I felt like asking him if *men* always stood together, but as he was a visitor in my office, I thought this would not be courteous. He saw that I was offended and soon left.

After he was gone, I thought over his last statement. It seemed to me that while women do not

always stand together, they are fairly loyal. Would we want all the men on one side of a question, and all the women arrayed against them on the other? Men and women are so created that they like each other and like to work together.

But I saw that women in their progress towards equality with men, educationally and politically, had won each step in advancement by the demands of groups of intrepid women who *did* stand together. I realized that in the teaching profession, as a rule, women have very unequal opportunities as compared with men. It seemed hardly reasonable to expect men to give us an equal chance with no general demand on our part.

I felt that little of what women especially need could be accomplished through general state teachers' associations, as these are usually led by men; and I thought that if we are to learn leadership, it must be chiefly in women's organizations.

Finally I evolved the idea that we might accomplish more through a special organization, working together for what women teachers especially need. This, I thought, should be composed of experienced teachers, more or less permanently

in the profession. It seemed to me that such an organization would be more likely to succeed if the ties binding its members together were rather close, and thus evolved the idea of a professional fraternity for women teachers. All of the National Founders assisted in working out the details.

Having thought over the plan for some time, I next considered the matter of who could, and probably would, be willing to start a new sorority for women teachers, and this involved a choice of Founders. When I was clear in my mind as to the general plan of organization, I set down upon paper the names of fourteen women with whom I had worked in the past.

There followed a letter to each, giving the main outlines of the proposed new organization and inviting each to be a National (and Texas) Founder of the sorority. I was probably more fortunate than most beginners, in that not one of these friends replied by saying, "If you'll change this or that, I'll accept." Eleven accepted, unequivocally, with no conditions while three just as positively declined. Among those who refused was my own devoted, unselfish friend, Clara May Parker, whose refusal was to me (and to Delta Kappa Gamma) a real calamity. Miss Parker was, at this time, completing her thesis and facing the final examination for her Ph.D degree. She felt that she could not "take on another thing." Those who have gone through the same experience

will understand this attitude, even in one so cooperative and self-sacrificing as Clara Parker.

So the twelve Founders were ready for the next step, which was the formation of the *Constitution*. Naturally, the other eleven said to me, "You write it," and this I did after receiving suggestions from all. In some instances, the other Founders yielded to my suggestions, and, in others, I gave way to their opinions. When the first draft was completed, the *Constitution* was mimeographed and sent to the other prospective Founders for criticism. It was revised and written a second time and was then ready for adoption. From the beginning, we provided for a National organization, though it then existed only on paper. We were now ready for initiation, and I prepared a ritual for the first initiation. This, in turn, was criticized by the whole body and revised after criticism. There was none among the Founders who ridiculed my notion that we were about to begin a great organization for women teachers. Their faith strengthened my own courage and determination.

Then followed on Saturday, May 11, 1929, the first initiation which marks the birth of Delta Kappa Gamma. (This is described elsewhere in this issue of the *Bulletin*.)

The new sorority began under the name of *Kappa Gamma Delta*, but we soon found that a National fraternity bore this name; and, after many consultations, the Founders changed the name to Delta



Kappa Gamma, a term which had the same meaning and which was unappropriated by any sorority or fraternity, so far as we then knew.

The selection of our key required many consultations and much correspondence. The ellipse was chosen as the main part of the key, both because of a certain symbolism which we attached to its shape, and also because it had not, at the time, been used by any other Greek-letter organization delineated in Baird's *Manual*. Explaining the ideas which we wished the key to symbolize, I asked for designs from several jewelers. The winning design was offered by L. G. Balfour Company of Attleboro, Massachusetts, later chosen as our official jewelers. This design was like our present key, except that below the Greek letters of our name, appeared two clasped hands. This part of the design was rejected by motion of Miss Bastian, who declared the clasped hands were too closely associated with tombstones.

I then spent hours in the university library, examining Greek books, in search of a more acceptable symbol. Finally I found a picture of the Greek cup which now appears on the key. This was approved by the other Founders and I borrowed the book and sent it to the L. G. Balfour Company. Soon a beautiful drawing of the key arrived; this design was sent to the Founders and adopted by a vote taken by mail.

At first we had no invitation forms and no *Circulars of Information*. I sent long-hand invitations

to prospective members of the first chapters, explaining at length what they needed to know.

I shall never forget my thrill when most of those invited to be members of the Alpha Chapter of Austin, Texas, accepted the invitation. Most of the members were my friends of many years' standing; and such was their personal loyalty that most of them said that they accepted because the sorority was my proposal. But how would it affect strangers?

The Founders agreed, in plans for the future, that we would not attempt to carry Delta Kappa Gamma into states until it had gone over well in Texas. We were beginning to feel that it *would* go over.

The first year gave birth to seventeen chapters, organized chiefly by Mamie Bastian and myself. It must be remembered that all of the Founders were busy teachers, who could not often obtain leave of absence. Owing to the fact that my dean at the University of Texas had great confidence in the new sorority, I was more fortunate than some others in obtaining leave. Usually, most of my traveling expenses were paid from initiation fees, but many expenses had to be met from my own, very slender purse.

Chapters of the first year included two sets of twins, Eta and Theta, and Xi and Nu of Texas.

At the first convention, held in Austin, Texas, in June, 1930, the Texas State organization was entirely separated from the National

organization. Their funds had been kept separate from the beginning; but now separate officers began to serve. Mamie Bastian became the first Texas State President, while I kept the National presidency; separate meetings of each group, with separate programs, were held at this first convention.

After this, while organization of Texas chapters continued, plans were being made by the National officers and Founders to carry Delta Kappa Gamma into other states.

Among my friends in Alabama was Miss Agnes Ellen Harris of the University of Alabama, who had been State Supervisor of Home Economics in Texas under my administration as State Superintendent. So the second state was won largely through the help of Miss Harris, who was well known and beloved in Alabama.

Getting ready in and for Alabama required another year; and it was not until December, 1931, that the Beta State was organized. I think we then felt as much a National organization as when Beta Alpha State, New Hampshire, came into the fold.

There were now two states as centers in which chapters sprang up, and the next two years saw the organization of Oklahoma in 1932, and of Missouri in 1933.

Delta Kappa Gamma was now showing steady activity and attracted a good deal of attention in the states where it had been started. Two attitudes of non-members impressed me strongly. Many of the schoolmen regarded the new soror-

ity with suspicion and accused us of having organized "to fight the men." Perhaps this was because I, the chief organizer, had, as State Superintendent, been forced to lead an almost continuous fight to carry out my own program of improvement in education; but often the men were fighting with me, shoulder to shoulder. The other marked attitude was the resentment of the women who were not asked to join. New members reported that fellow teachers accused them of thinking themselves a superior class of beings. We all learned to laugh at checks and criticism, and to go calmly ahead.

At the close of the first three years, I began to feel that two changes were needed. While the *Constitution* authorized my continuing six years as president, I felt that four years was a long enough period for any president to serve. And I thought that the next president should come from another state. Our committee consulted Miss Agnes Ellen Harris, who refused to serve herself, but recommended Miss Norma Smith. Accordingly, Miss Smith was invited to speak at the third year's convention and delighted the group who were "president hunting." It was decided to take the fourth convention to Louisiana in which some organization work had been done. It could not go to Alabama as we were hoping to have Norma Smith for president, and Oklahoma and Missouri were very young.

Probably I have never survived a time of greater anxiety and sus-

pense than that directly preceding this convention held at New Orleans. No one except Mamie Bastian would *promise* to come and all talked of expense. But I stoutly averred that we would have a convention, even if Mamie and I were the only ones present.

About all I remember of that convention is my joy, as a goodly gathering of members appeared, and a beautiful, balloon-decorated luncheon managed by Cora Martin. At this meeting, we learned that Oklahoma was about to be sued by a local silver-slipper club for using the name *Delta Kappa Gamma*, under which name the local club was incorporated in Oklahoma. The convention agreed to pay the Oklahoma club \$200 for the use of the name, in Oklahoma, and the affair was most tactfully managed by Misses Newby and McFarlane. It was at this meeting that the custom of giving an annual achievement award was begun; and to my extreme embarrassment, it was bestowed upon me. Norma Smith was elected National President, and I was made Executive Secretary without salary.

In the years of organization and development of policies that followed, my own spare time and much of the time of Miss Bastian and the various other state presidents was devoted to organization. The first Northern state, Illinois,

was organized by Norma Smith, who soon proved herself an unusual organizer. The number of Founders that a state might have was increased from 12 to 16, this to be left to the judgment of the organizer. State Presidents who proved to be extraordinary organizers were Mamie S. Bastian and Eula Lee Carter of Texas, Norma Smith of Alabama, Birdie Adams of New Mexico, Dr. Madeline Veverka of California, Dr. Helen Messenger of Illinois, Margaret White of Ohio, and Florence Peterson of Washington, though many others did fine work.

New chapters were reported almost every week. In some of the states the State Founders aided in the organization, and in others they merely held up the hands of the president. But even *that* was a help. A few of the states, in violation of the *Constitution*, have made no attempt to organize chapters, on one plea or another. The idea of being "slow and sure," set up by a number of states, generally resulted only in being *slow*. But, in spite of various up's and down's, the year 1943 saw Delta Kappa Gamma with at least a state organization in every state in the Union, Maine having been organized in that year by Dr. May Allen, and Rhode Island and New Hampshire by Dr. M. Margaret Stroh.

# OHIO'S OVERSEAS SCHOLARSHIPS

HELEN F. STEWART

NAMED in honor of Miss Margaret Boyd, Ohio has a foreign scholarship of which all Delta Kappa Gamma members can be proud. Last year's recipient, who has just returned to her country after a year in the United States, was Miss Hermine Mekertichian, a teacher from Tehran, Iran. The scholarship stipend of \$3,000 enabled her to study at Ohio State University for two quarters, to travel and to visit Ohio chapters of Delta Kappa Gamma over an additional three months.

Through invitations of individual members, Miss Mekertichian lived in the homes of many American teachers, and, by her own charming personality, endeared herself to hundreds of us. She became part of the family of the chairman of the committee, joining in Christmas and Easter family gatherings and festivities. On several occasions she took over the kitchen and prepared an Iranian dinner for her hostesses. It was with sadness in our hearts that we told her good-by.

Before returning, however, Hermine visited her former college roommate now residing in Chicago, and from there she arranged her own tour west to California. Having spent part of Christmas vacation seeing New York, and spring vacation in Washington, D. C. and Williamsburg, Hermine saw more of the United States and had more

learning experience (including a tour of the White House and a visit to Congress in session) than many Americans have in a lifetime.

It is the intention of the Ohio A. Margaret Boyd Overseas Scholarship Committee that our own members shall have the same opportunity in reverse, and that one of our members shall be awarded the \$3,000 stipend to go abroad to study and travel on alternate years. Since this is a new provision, there was no applicant this year for the scholarship. The committee then decided to divide the stipend among three applicants for summer study abroad.

There were six applicants for the three scholarships, and, unfortunately, three of our members had to be disappointed. There were very few regulations on which any could be disqualified, one being that the applicant must have been a member of Delta Kappa Gamma for at least five years; another, that applicants must be active members of other educational associations, including the Ohio Education Association and the National Education Association.

One of the three winners of awards the summer of 1956 was Miss Helen Holfinger an English teacher from Covington, Ohio, who studied at the University of Birmingham, England, and attended

the Shakesperian festivals at Stratford-on-Avon.

Miss Hratchouhi George, dean of girls and teacher of French at Orrville High School, attended classes at the Sorbonne in Paris during the summer session. Miss Marie Oarma, a social studies teacher at Garfield Heights High School, also studied in Paris at the University for the Social Studies in courses on French and European Contemporary Problems.

The committee on the Overseas Scholarship believes that Delta Kappa Gammas can be proud of such achievements. Through the contributions of Ohio members we have learned to know a fine Iranian teacher and she has come to know us. She has expressed her gratitude in every way possible. She has only one request and that is that we try

to learn more about her country and her people for a better mutual understanding. She was quite appalled by many questions put to her by children and grown-ups alike such as "Do you wear your national costume at school?" She expected us to know more about their geography and their customs than we do.

In the selection of women for the scholarship the committee has included, among the qualifications, the personality factor of an understanding heart with ability to adjust to different customs without complaining. That our members may foster goodwill in other countries and contribute to a better understanding of the United States is one of the purposes of the A. Margaret Boyd Overseas Scholarship.

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*Minds are like parachutes; they function only when open*

*Good teachers cost more, but poor teachers cost most*

*Prejudice is the child of ignorance*

## THE INTERNATIONAL PRESIDENT'S PAGE

MARGARET BOYD

THE letter from Hermine telling of her safe arrival in Iran has finally arrived. Ohio members of Delta Kappa Gamma had awaited this letter anxiously. We knew of the tension in the Mediterranean, the crisis in the Near East, the dangers of travel. We were fearful for Hermine's safety; she is so much a part of us now. She has studied at our university, visited in our homes, attended our churches, observed our schools, talked to children and adults, witnessed our games and festivals, spoken before Parent-Teachers organizations and other groups, been widely photographed and quoted in newspaper headlines. She has traveled the vast reaches of America noting the variety of our country and our people; she has spent quiet days with us, cooking for us her native dishes, telling of her homeland, her ambitions for her pupils, her hopes for her country.

Hermine's arrival in Iran brought to a close the fifth visit from overseas sponsored by Ohio Delta Kappa Gamma. What this venture means in good international relations and to the hearts and minds of individual members of Delta Kappa Gamma is impossible to chronicle.

I speak of Ohio's story because I know that story best. Hermine might have been the recipient of a

Delta Kappa Gamma scholarship in one of several of our states. Delta Kappa Gamma is among the many groups active in the field of international education both by granting scholarship and by stimulating, coordinating and sharing projects with other groups.

Hermine was one of more than 50,000 individuals who travel between the United States and other countries today to study, teach or train in their special fields of interest. She might have been one of the many, either from our own or another country attending an international seminar, an institute on world affairs, an annual meeting of the World Confederation of Organizations of the Teaching Profession, or any one of the hundreds of overseas governmental and non-governmental programs. Those participating in these direct experiences are returning home as ambassadors of good will and are becoming assets in relationships with other countries for many years to come.

International travel and study for teachers is an investment in international good will. In this program individual members of Delta Kappa Gamma and our Society as a whole play an important role.

The teachers from other lands who participate in these programs

see for themselves how American democracy functions and how our schools educate for democratic living. Equally important, they enlarge the horizons of thousands of American students, teachers and

other citizens throughout the nations. May the insights gained on both sides enable teachers to make lasting friendships and develop a genuine, sympathetic understanding with those in other lands.

## RECOMPENSE

JOSEPHINE IRBY LESTER

If you unto the slow of wit  
By constant effort, patience, prayer,  
Transmit one thought that enters in  
Until he is no more a clod,  
—Achievement this.

And when into the commonplace  
Some bit of leaven is instilled  
To mingle with the mediocre  
And lift it quite beyond itself,  
—This is reward.

To kindle those, the gifted ones  
With lambent flame that soars and  
sings  
Or fit one with Pegasus' wings  
Till words on worlds before him  
rise,  
—The accolade.



# Reflections From Iran

HERMINE MEKERTICHIAN

ON September 13, 1955, I left my country, Iran, for U.S.A. because I was chosen as the recipient of the A. Margaret Boyd Overseas Scholarship given by Ohio organization of Delta Kappa Gamma for the year 1955-1956. As it was the first time in my life to take a trip all alone, to a country where I did not know anybody, it was rather difficult. But after finding myself in U.S.A. with the members of Delta Kappa Gamma I forgot everything and understood that I would not face difficulties.

My one year staying in U. S. A. was not only an addition to my knowledge of teaching but was an experience of life from every point of view, such as giving lectures in English—which has been a third language for me—taking trips two or three times in a week most of the time alone, and living with very many different people whom I did not know and they did not know me, too. But all of them were so

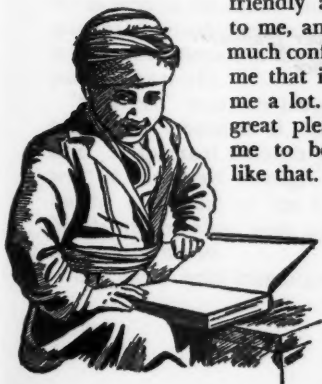
friendly and kind to me, and had so much confidence in me that it amazed me a lot. It was a great pleasure for me to be treated like that. I am aw-

fully happy that I had the honour to know all these teachers, live with them and observe their schools where I learned much, and gave some information to them about my country.

My very sincere thanks to every member of Delta Kappa Gamma Society of Ohio who gave this great opportunity to me to come to U.S.A. and learn all the very interesting and useful things which will be of great help in my life and teaching too.

You may want to know about my country. Iran, previously called Persia, is located in the continent of Asia. Its neighboring countries are from the north U. S. S. R. and Caspian Sea, from the South the Persian Gulf leading to the Indian Ocean, from east Afghanistan and Pakistan, and from the west Turkey and Iraq.

Iran is an agricultural country and it is very famous for its oil wells. The main religion in Iran is Mohammadanism. Years ago the Iranian women were a little different from the other women in the world by not having as much freedom as others, but fortunately nowadays we can see every hint of progress among women as well as among men. In the field of education they are equal with men and are attending the same colleges or universities as the men, and are joining in any faculty that they wish.



All the schools in Iran are segregated; we have separate schools for boys and separate schools for girls. In a girls' school we have both men and women teachers, but in a boys' school we have only men teachers. In the universities the students are mixed. The women in my country are doing every kind of work as they do in U. S. A. except we do not have waitresses in Iran, and the women cannot vote. There are very many women's organizations where they are trying their best to help or serve others as much as possible.

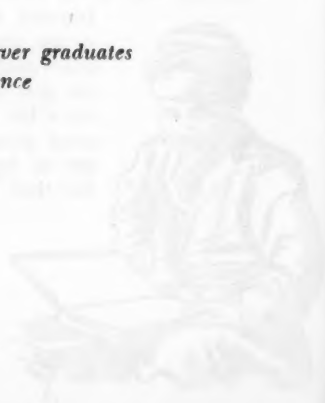
Most of the married women are staying at home and are busy with their house work.

In the poor families marriages for girls are taking place sooner and in younger ages than in rich families. A poor girl maybe will get married at the age of sixteen or sometimes even less than that, while others get married after eighteen or twenty years of age. I think by and by Iranian women will be like the other women in the world.



*Gratitude is the memory of the heart*

*The school from which nobody ever graduates  
is the school of experience*



# UNITY THROUGH SPIRITUAL FELLOWSHIP

By VIRGINIA FELDER

**A**s women educators it is our peculiar privilege to be influential and effective in the world in which we live. It has long been a familiar maxim that in unity there is strength; so it behooves us to unite with our sisters in order that our own efforts are more effective. Why would anyone want to teach if she was not thoroughly interested in improving conditions everywhere?

Organizational unity is one thing; there are many forms of it. But there is a stronger fusion, a more lasting union which comes from spiritual fellowship—enjoying together those intangibles which make up such a large part of living: intellectual advances, professional development, personality improvement, and cultural enrichment. If we as women educators unite in a spiritual fellowship, there is no limit to the beneficence of the total impact on the world.

"Spiritual" connotes invisible to most of us, evidences of things not seen. A spiritual fellowship, then, will be furthered through unseen bonds, a clasping of the invisible hands of neighbor with neighbor around the world.

Our hands hold friendliness with

its untold wealth. Some people seem to exude warmth; genuine interest in others radiates from them. This warmth of personality must be tended as carefully as we nurture a flickering flame in the fireplace. We must feed it with coals of interest in the other person, fan it with self-forgetfulness, and then pile on the logs of service for others. We need not be famous, well known, or widely publicized in order for the warmth of our friendliness to be felt.

The Japanese have no fireplaces, few gas heaters, little central heating; but the visitor enjoys the warmth from their lowly hibachis. When one has no other heat, a hibachi can be very important to his comfort. And so it is in living; the ones we come into contact with everyday are the ones we depend upon for real warmth, real friendship. As we women educators unite in a spiritual fellowship throughout the world, we will need the warmth of each and every individual's friendliness.

"Today we serve" might be emblazoned on the walls of each classroom; but service separated from genuine interest in the welfare of

our fellowmen is slavery rather than creative work. The ideal of service to our fellowman is as challenging today as it was 2000 years ago when the Master Teacher walked the shores of the Sea of Galilee. As we strive to achieve that ideal, may we be strengthened in the knowledge that women throughout the world join us in our striving.

As we clasp invisible hands in spiritual fellowship, there are sources from which we can draw strength for cementing our union. I do not refer to the conventional resources of libraries, university halls, nor professional organizations but to intangible, spiritual resources, which reenforce and strengthen the inner woman. You have your list; I have mine. Together may we share a few items.

Nothing so corrodes an individual's real being as does insincerity. There are those who have practiced the art of what I call "complimentation" until I doubt if they realize how insincere they are. There are those who will promise anything as long as they "are not called on to deliver." Too often we catch ourselves erecting a false front, as the movie makers do, hoping no one will see past the decorations. If our spiritual fellowship is to mean anything, it must be reenforced with the sinews of sincerity.

Second in this list of shared items necessary to the success of an enduring spiritual fellowship is integrity. Integrity is an old-fashioned word

which I like because it means so much. It makes one feel strong, secure, whole, upright, and morally sound. An acquaintance who holds a position of considerable importance has instituted a large number of changes recently. His main reason for discontinuing some practices which other people had condoned is usually "We won't do this any more because it just isn't right." I have yet to hear anyone challenge one of these decisions, for the person who makes them has integrity and is secure in his knowledge that what is right is more important than what is expedient.

Union, *unis*, one; no joining can result in oneness unless there is trust and mutual faith; not a formal pledging but interdependence, reliance one upon the other. Trust in our fellowman gives us a confidence that no legal contract can approach. Faith in our students brings responses no planned lesson assignment ever touches.

We will never have a true spiritual fellowship until we can clasp invisible hands of sincerity, integrity, unselfish service, and faith across the oceans and continents, the hills and valleys, the prejudices and emotions that separate us.

May we join our invisible hands in the hope that, though we may be physically far apart, though we live in varied climes, Delta Kappa Gammas may be inseparably united with our sister women educators in one great spiritual fellowship.

**T**HE Juneau-Douglas Community College opened for classes in September, 1956, the third such college in Alaska. Anchorage Community College has been in operation since January, 1954, and Ketchikan Community College since September, 1954.

Reasonable tuition is charged to all students, and books are sold to the students by the colleges at cost.

The Juneau-Douglas Community

**DOROTHY NOVATNEY**

*explains*

## **The Community College in Alaska**

These community colleges are tax supported and are jointly sponsored by the local school district and the University of Alaska under special acts of the Territorial Legislature. The Community College Enabling Act was passed at the 1953 session and amended at the 1955 session. Under these laws, the academic courses leading to the Associate of Arts and Associate of Science degrees at the local level and to junior standing at the University of Alaska are offered with identical catalog numbers and content as similar to courses at the University as different professors can make them. The colleges are accredited by the Northwest Association of Secondary and Higher Schools through the accreditation of the University of Alaska.

Non-academic courses do not have the support of the University but are offered on the basis of proven local need and are sponsored entirely by the local School Board. Certain of the courses, such as Citizenship for Naturalization, receive state and federal aid under other laws.

College is locally sponsored by the Juneau-Douglas Independent School District which comprises the cities of Juneau and Douglas with their environs. The college uses the facilities of the high school after regular school hours on four nights of the week. No Friday classes are held in the college. At present the building is crowded and the offerings of the college limited by the facilities available as well as by the fact that the institution is a new one, just starting in the community.

Juneau is the territorial capital and has many territorial and federal offices. Its social and business structure resembles that of a small, western state capital. For that reason, the courses which prepare for clerical or stenographic positions are the most popular, and perhaps always will be. Fifty-five of the 218 students who enrolled in academic courses enrolled in accounting, with business law, typewriting and shorthand the next most popular courses, in that order.

Women are generously represented on the faculty of the Juneau-

Douglas Community College; the Director, the Registrar and half of the instructors are women. Although the school is new, a remarkable spirit has grown up among the faculty. Perhaps it is because the community college was greatly needed, perhaps because individuals have seen the opportunity to serve others, or perhaps because the instructors see a chance for their own personal development along with that of their students. In any case, the spirit of service and fellowship is evident. All are eager to help in the process of expanding the area for service of the college in the community and in providing the greatest possible benefits for students in their classes.

None of the faculty instructs in more than one course, and all teachers are recruited from among the people already living and working in the community. None of the regular academic faculty is currently engaged in teaching in the public schools; only two have previously taught in public schools: the Director who also teaches; and the typewriting instructor who came to Juneau as the commercial teacher, married a local man who is now serving as Mayor of Juneau, and brought up her children here. One of the women came to Juneau as anthropologist in the Territorial Museum; one as a private secretary; and one has gone through the Juneau public schools as a pupil, gone away to college, and come back to settle as a citizen. All have married here. These facts are of some importance in showing the

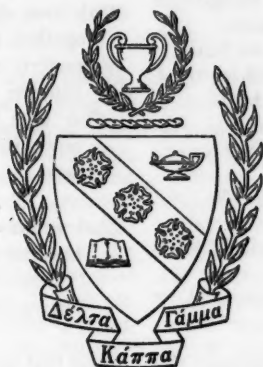
deep roots which these women have put down in the community and the extent to which their influence may be felt. As young wives, mother, and grandmother, these women are part of the community in which they serve as instructors of college subjects. They are participants as church members, club members, consumers, voters and in other ways in the process of growth and development which is going on in the community. They are influential directly as instructors and indirectly as citizens in what is happening in the college and in the town.

The same, of course, is true of the men who teach. They are all earning their living in other ways as well qualified professional men working in various occupations in the community and giving of their spare time at a low rate of compensation to teach others what they know and believe in. The instructor of engineering drawing is a structural engineer who designs bridges; the business law instructor is Assistant Attorney General; the journalism instructor edits the local weekly paper; the accounting instructors serve as accountants in responsible positions in the Territorial Department of Health and the Coast Guard. These men, together with the instructors of non-academic subjects and the husbands of the women of the faculty, provide a reasonably representative cross section of the community. They serve as symbols of the breadth in interest which is shown by the community in its college.

# A Tribute to Delta Kappa Gamma

ELIZABETH E. MARSHALL

*(To be read to THE SEASONS BALLET: Autumn Petit Adagio by Glazounov. Use of this tribute is limited to teachers.)*



**M**AY today's meeting be symbolic of our future, combining faith with knowledge, devotion with understanding, sincerity of purpose, and high ideals.

Help us to show our gratitude to those who were our teachers . . . to our parents, colleagues, friends, by the use we make of our lives and of our talents. Help us to stand the rigid test of life's disappointments and failures . . . its reverses as well as its successes.

May we prove mentally fit, physically able, and spiritually strong to meet the opportunities for service . . . a lasting credit to our profession, to our honor society, and

to the purposes for which we stand organized. May we discover new resources of strength. May we be blessed with an abundance of willingness to lead and to lend ourselves to such ways as may be needed to fulfill life's purpose. May we rededicate ourselves to the objects and high ideals of Delta Kappa Gamma . . . the teaching of our Founders and our friends.

There are immense and varied opportunities where we can work for the good, the true, the useful, and the beautiful. For us to belittle or fail to use our intellectual and moral powers for this work is to belie the best that is in us; to



depreciate or neglect them is as great a folly as to overestimate and overstrain them.

The little that the strongest of us can do may seem small, but surely the spirit of the true teacher that is in each of us will strive to carry on the values of our heritage . . . to improve upon them, to create new respect and recognition for our teaching profession.

This is the nature of my faith . . . faith in teaching . . . faith in education, the future of our land.

Here today we've reached a milestone

Yet we would lift our eyes beyond

To where new goals await, now but a dream

But soon in substance, real, at hand . . .

Our hearts reach out to meet this hope.

We find it good to plan ahead . . .

At this appointed hour and place we come

To stand confirmed in our concern

With those who with us care, and have cared in the past,

Our founders, colleagues, friends . . .

With love, devotion, loyal pride

Together, in united purpose now

We reaffirm our faith, our deep concern

Our true belief—the welfare of our children, the future of our land . . .

That we may help to build a brighter world

Of human brotherhood, of lasting peace.

Upon this creed I set my course

To sail life's sea . . . to meet life's span.



# IN RETROSPECT

## Dedication of International Headquarters

EDITH K. GARDNER

**A**LTHOUGH the actual dedication was on the evening of August third, I am going to combine the impressions of three days, distilling the quiet of the evening before, the thrill of the ceremony itself, and the peace of the morning after into my impressions of the dedication of our international headquarters building. I shall describe *what* was dedicated—a building, a symbol; *how*—the dynamic activity of the program; *to whom*—a spiritual concept.

The building is on a corner, on a rise, so that one has to look up to see it. Eyes, or feet, travel either the straight stairway and path to the entrance, or follow the gently curved walk from the side street. Simple, low, horizontal lines, accentuated by the roof extending over the front deck, are tied to earth by the delicate wrought-iron supporting pillar and, even more, by trees already tall enough to transect the horizontal planes and connect them to the garden by means of the darker mass of shade around their bases.

There is lacking the usual raw, barren appearance of a new build-

ing; gardens and lawn are well established. Subdued lighting hidden in the garden makes the entrance facade glow with hospitality, revealing how successfully the architects have avoided the two extremes—massive masculinity and fussy femininity—to create a building of simple, yet stirring beauty.

A commanding feature is the warm copper-beige of the marble facade upon which simple, slender, aluminum letters of the name, The Delta Kappa Gamma Society, are easily read, although they are not blatant. The natural design of the marble is so used that the pattern of its striation starts from the midpoint on each side and widens to meet at the center, where the name is placed. To me, this symbolizes the in-gathering of members from the far reaches of our country and, now, of other countries, to join together in Delta Kappa Gamma at Headquarters.

The warmth of beige pink leads the eye to the foyer, where the curving receptionist's desk and the luxuriant custom made sofa invite the visitor to linger.

Pink beige, almost silvery in tone,

of carpets, walls, and brocade draperies and fortisan glass curtains is the background of the Annie Webb Blanton Room. Blue is the accent color here, its tone set by the portrait of Dr. Blanton in a royal blue dress. The beautiful pink sofa and two love seats, the elegance of blue damask and velvet chairs, antique Chinese lamps illuminating the ten-foot breakfront and a six-foot grand piano add to the dignity and culture which are expressed in this room.

Offices of the Executive Secretary and of the Treasurer have a graciousness which proves that the functional can also be lovely. Little patio gardens adjoining two suites give inspiration. In one, a fountain presented as a tribute to Margaret Stroh, adds the music of falling water to the garden's striking plantings.

#### HOW

On the still, warm dedication night, the patient audience stood on the lawn and on the blocked street which became a drawing room. The porch was the stage, the curved path lighted by candles in glass chimneys mounted on wrought iron standards, outlined the temporary platform and flower beds. The service of dedication was a moment of glory.

It was a Founder, Mrs. Lalla

Odom — frail, serene — who presented the key to the Headquarters Building to the National President. There followed the gracious acceptance of Edna Boyd, who, golden key in hand, took the few measured steps to the wide glass doors, unlocking our futures as she led the Founders, the national officers and committee members, and platform guests, followed by all of us into the building.

#### TO WHOM

The Gatchell tapestry, depicting the spirit of Delta Kappa Gamma; Annie Webb Blanton's illuminated portrait, our ideals personified; and the Founders, four of whom were in the receiving line in the beautiful room — these hallowed the dedication. The building was dedicated to all officers — those past, those present, and those to come — but most of all to us, the members who find strength in association with like-minded women and in service to youth, secure in the faith that what we desire fervently enough we can achieve.

For me this was, in a spiritual sense, a pilgrimage from which I received a rich dispensation of inspiration and dedication anew to the purposes of our truly great international organization serving ALL youth and ALL women in education.



*To live in hearts one leaves behind  
Is not to die.*

#### Alabama

Mrs. Blanche R. Loggins, Alpha Sigma Chapter, September 22, 1956, Nashville, Tennessee.

#### Arizona

Miss C. Louise Boehringer, Beta Chapter, September 13, 1956, Seattle, Washington.

#### Arkansas

Mrs. Willia Owens, Xi Chapter, September 29, 1956, Batesville.

#### California

Miss Gertrude L. Dustin, Nu Chapter, April 26, 1956, San Diego.

Miss M. Grace Reely, Nu Chapter, August 17, 1956, San Diego.

Mrs. Josephine Wiles Spencer, Alpha Beta Chapter, November 1, 1956, Long Beach.

Mrs. Cecelia May Bailey, Beta Nu Chapter, June 3, 1956, Concord.

#### Connecticut

Miss Mary Irene Gallagher, Alpha Chapter, July 28, 1956, Stamford.

#### Florida

Mrs. Julia W. Rowe, Beta Chapter, June, 1956, Marianna.

Mrs. Ray Tillinghast McLeod, Gamma Chapter, November 16, 1956, St. Petersburg.

Mrs. E. Clark Weeks, Rho Chapter, September 12, 1956, Holly Hill.

#### Georgia

Miss Minnie Pate, Xi Chapter, June 14, 1956, Albany.

#### Idaho

Mrs. Lulu Meiser, Theta Chapter, September 26, 1956, Jerome.

#### Illinois

Miss Lena Foreman, Gamma Chapter, October 7, 1956, Charleston.

Miss Lillian Bowie, Zeta Chapter, July 3, 1956, Rockford.

Mrs. Marion Moser Phelan, Nu Chapter, August 19, 1956, Cleveland, Ohio.

Miss Effie E. Doan, Omicron Chapter, August 28, 1956, Rockford.

Miss Amelia E. Gran, Omega Chapter, August 25, 1956, Moline.

Mrs. Elinor Moser, Alpha Tau Chapter, October 24, 1956, Staunton.

#### Indiana

Miss Ethelwyn Miller, State Founder, Beta Chapter, August 15, 1956, Franklin.

Miss Minnie Conlin, Gamma Chapter, August 31, 1956, La Porte.

Miss Nell Daley, Theta Chapter, May 9, 1956, Peru.

Miss Roxie Brumfield, Alpha Epsilon Chapter, July 13, 1956, Elwood.

Miss Mary Alice McDowell, Alpha Iota Chapter, August 5, 1956, Belvidere.

#### Iowa

Miss Margaret May Ford, Nu Chapter, September 12, 1956, Tipton.

#### Kansas

Miss Odella Nation, Rho Chapter, October 24, 1956, Pittsburg.

#### Kentucky

Mrs. Nancye Graham Matheson, Eta Chapter, August 30, 1956, Paducah.

Miss Audrey Maupin, Iota Chapter, September, 1956, Richmond.

**Louisiana**

- Miss Mary Baines, Zeta Chapter, September 4, 1956, Shreveport.  
Miss Ida Moore, Zeta Chapter, October 11, 1956, Shreveport.

**Massachusetts**

- Miss A. Claire Bowman, Delta Chapter, August, 1956, Dennisport.  
Mrs. Esther L. Legg, Delta Chapter, October 18, 1956, Worcester.  
Miss Katherine V. Monahan, Delta Chapter, September 19, 1956, Worcester.

**Minnesota**

- Miss Jessie Emory Davis, Beta Chapter, September 9, 1956, Duluth.  
Miss Helen R. Kieher, Gamma Chapter, Minneapolis.  
Miss Erma E. Todd, Gamma Chapter, June 18, 1956, Minneapolis.

**Mississippi**

- Miss Jane E. Huff, Zeta Chapter, September 17, 1956, Washington, D. C.

**Missouri**

- Miss Daisy Lee Perkins, Omicron Chapter, April 24, 1956, Springfield.

**Montana**

- Miss Jennie Eaton, Lambda Chapter, August 27, 1956, Kalispell.

**New York**

- Miss Mildred Daphne Fuller, Beta Chapter, September 19, 1956, Homer.  
Miss Anna Eloise Pierce, Delta Chapter, November 6, 1956, Albany.  
Miss Josie Willis, Mu Chapter, November 15, 1956, Buffalo.

**North Carolina**

- Dr. Lena James Hawk, Xi Chapter, April 23, 1956, Warrenton.

**North Dakota**

- Mrs. Maude Griffith, Epsilon Chapter, September 16, 1956, Grand Forks.  
Miss Julie Bratheng, Theta Chapter, August 23, 1956, Mount Vernon, Washington.

**Ohio**

- Miss Charlotte E. Hudnut, Beta Chap-

ter, November 5, 1956, Lancaster, Pennsylvania.

- Mrs. Genevieve Taylor Chipman, Gamma Chapter, October 15, 1956, Columbus.  
Miss Lucile Grace Robinson, Iota Chapter, September 22, 1956, Marysville.

Miss Edith Sniffen, Omicron Chapter, October 2, 1956, Cincinnati.

Miss Sallie M. Sears, Phi Chapter, August 26, 1956, Bucyrus.

Mrs. Caroline Hammerle, Chi Chapter, October 10, 1956, Hamilton.

Mrs. Nellie B. Gower, Alpha Gamma Chapter, July 5, 1956, Chillicothe.

Mrs. Alma Brady Bense, Alpha Zeta Chapter, September 10, 1956, Oak Harbor.

Miss Ahre E. Ihrig, Alpha Eta Chapter, June 16, 1956, Springfield.

Miss Ellen Shannon, Alpha Lambda Chapter, August 24, 1956, Athens.

**Oklahoma**

Mrs. Ruth Goza, Alpha Chapter, July, 1956, Oklahoma City.

Miss Aline Mathers Goree, Alpha Beta Chapter, May 28, 1956, Shawnee.

Miss Lenna E. Smock, Alpha Beta Chapter, October 20, 1956, Shawnee.

Mrs. Rosa Jordan Thomas, Alpha Beta Chapter, September 26, 1956, Tecumseh.

**Oregon**

Mrs. Loise Parker Meyer, State Honorary Member, October, 1956, Portland.

Mrs. Elizabeth Moorad, Theta Chapter, October 14, 1956, Portland.

**South Carolina**

Mrs. Frances Johnson Todd, Nu Chapter, October 4, 1956, Loris.

**Texas**

Miss Jennie Camp, Gamma Chapter, October 29, 1956, Houston.

Miss Myrtle Tate, Gamma Chapter, May 24, 1956, Houston.

Miss Loula Greer, Eta Chapter, July 21, 1956, Beaumont.

Mrs. Annie Chisum, Alpha Delta Chapter, August 1, 1956, Paris.

Mrs. Nina Lee Lane, Alpha Iota Chapter, September 27, 1956, Lane City.

Mrs. Letitia Rosalie Nash, Alpha Pi Chapter, September 22, 1956, Texarkana.

Mrs. Lois Wilson Anderson, Alpha Chi Chapter, June 24, 1956, Marble Falls.

Miss Katherine Todd, Alpha Omega Chapter, October 18, 1956, Port Arthur.

Mrs. John C. Granbery, Beta Tau Chapter, October 14, 1956, San Antonio.

Mrs. Elsie Stone, Gamma Iota Chapter, October 1, 1956, Sudan.

Mrs. Anna B. Ballew, Gamma Kappa Chapter, June 13, 1956, Clarendon.

Mrs. Clara Weeks, Gamma Lambda Chapter, July 28, 1956, Lamesa.

Mrs. Veneda Ashley, Delta Tau Chapter, September 16, 1956, Dallas.

#### Utah

Miss Inez Olive Witbeck, Alpha Chapter, October 4, 1956, Salt Lake City.

#### Washington

Mrs. Harriet Olson, Chi Chapter, September 30, 1956, Kelso.

#### Wisconsin

Miss Ruby Femling, Gamma Chapter, September 3, 1956, Nekoosa.

Miss Gertrude McGuine, Delta Chapter, July 25, 1956, Milwaukee.

#### Wyoming

Mrs. Carrie E. Harris, Delta Chapter, September 23, 1956, Sacramento, California.

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### Small size Key-Pin:

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### Founders Badge:

10K yellow gold.....\$ 9.00  
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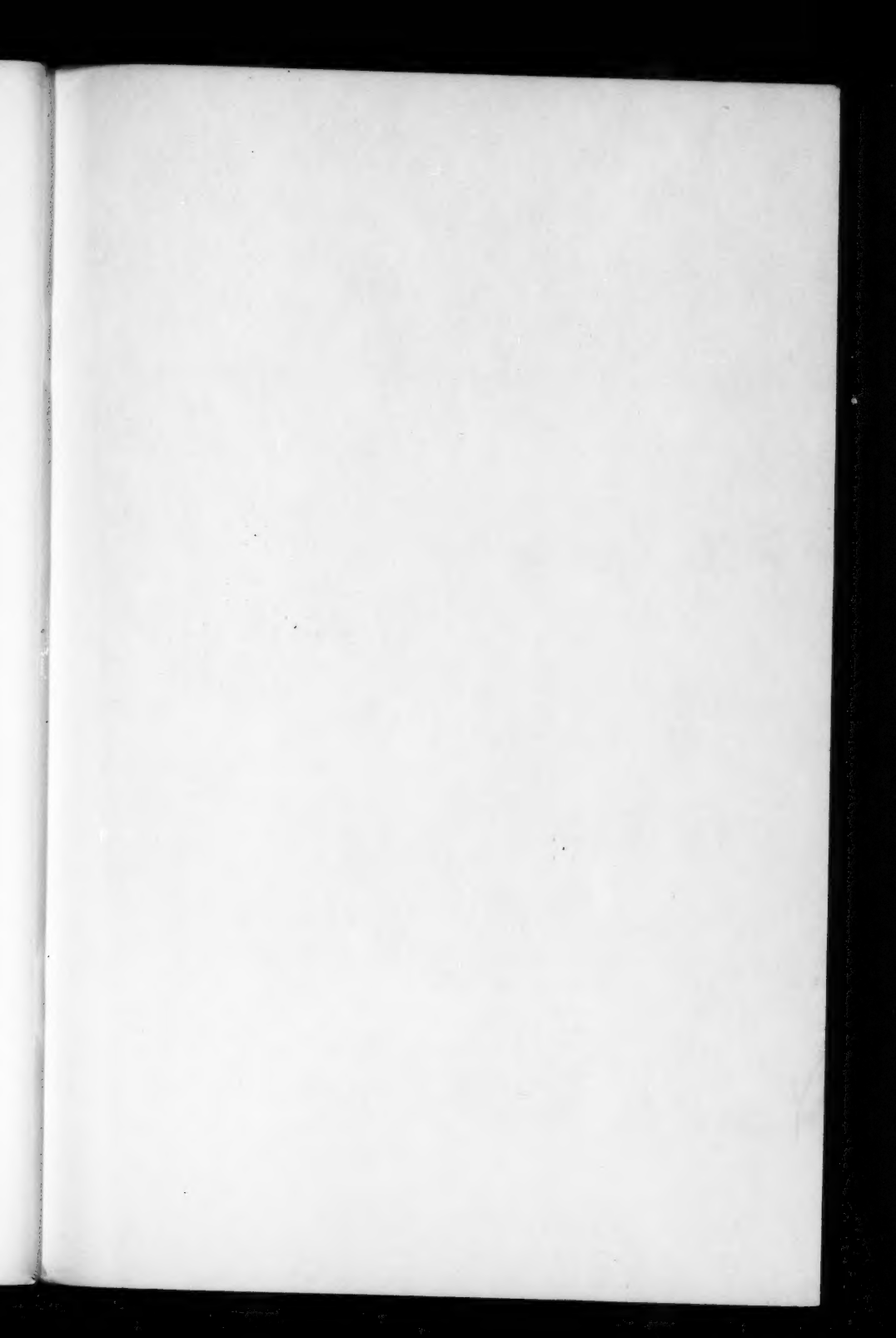
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